

RECEIVED
DEC 7 1921

THE SIERRA EDUCATIONAL NEWS

Education of Women

Northern Section Meeting

Speakers and Advance Program
Southern Section Meeting

Makers of the Flag

Among the Libraries

Volume XVII

DECEMBER, 1921

UNIVERSITY OF CALIFORNIA
LIBRARY
NO. 10

A Cake Page

Chicago, December 1, 1921.

To the Domestic Science Teachers of the Nation:

Making a cake as good as "Mother makes" is the pet ambition of every American girl. With these "Reliable Recipes" that ambition is sure to be realized. They have been tested and retested, time and again, in the laboratory, the Domestic Science class, the home.

Fairy Loaf Cake

1½ cups pastry flour	½ cup water
2 level teaspoons Calumet Baking Powder	½ cup butter
1 cup granulated sugar	Whites of 4 eggs
½ cup of cornstarch	¼ teaspoon almond
	½ teaspoon of vanilla

Sift flour once, then measure; add baking powder and sift three times; cream butter and sugar; add well beaten whites, then flavor, then flour and water alternately and beat hard. Bake in 2-inch pan in moderate oven about 40 minutes.

Jelly Cake

3 eggs	1 cup powdered sugar
1 cup flour	1 tablespoon milk
1 level teaspoon Calumet Baking Powder	Pinch of salt

Sift flour, salt and baking powder together thoroughly. Beat the whites and the yolks of the eggs separately. Mix the sugar with the beaten yolks, and add the sifted flour, stirring gently; then add the whites of the eggs and the milk. Mix thoroughly and pour into three jelly-cake plates and bake from 5 to 10 minutes in a well-heated oven; when cold spread with currant jelly, place each layer on top of the other and sift powdered sugar on top.

Burnt Sugar Cake

3½ cups flour	4 eggs
3½ level teaspoons Calumet Baking Powder	½ cup butter
1½ cups granulated sugar	¾ cup water
	3 tablespoons burnt sugar syrup

Cream butter and sugar, then add the beaten yolks, and the burnt sugar syrup. Sift baking powder and flour, add alternately with water to first mixture. Beat until well mixed. Add whites of eggs last.

Calumet Devil's Food Cake

2 cups flour	½ cup sweet milk
2 level teaspoons Calumet Baking Powder	¾ cup butter (scant)
2 level teaspoons cinnamon	2 whole eggs
½ of a nutmeg	1 cup warm mashed potatoes
1¾ cups granulated sugar	2 squares Baker's chocolate (grated)
	1 cup nut meats

Cream butter and sugar, add yolks (well-beaten) then add the mashed potatoes, chocolate and nut meats, stir well; then add alternately the milk and dry ingredients, which have been sifted together. Fold in beaten whites of eggs. This cake will keep indefinitely.

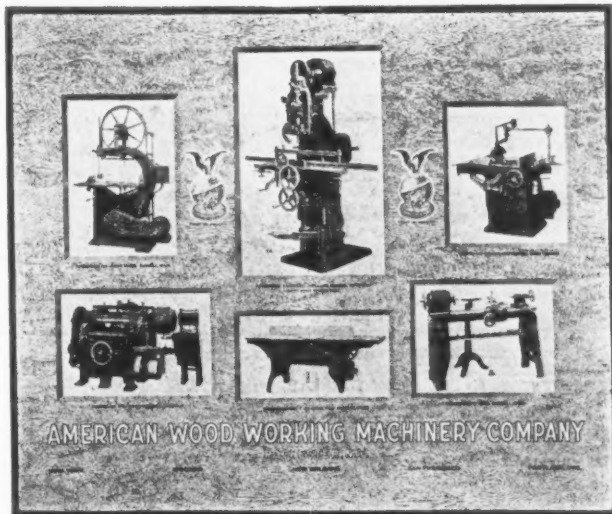
Yours for Real Cake,

CALUMET BAKING POWDER COMPANY

4100-4128 Fillmore Street - - - Chicago, Illinois

FREE—A PICTURE TO HANG IN YOUR SCHOOL ROOM

Your
boys
can
make
an
appropriate
frame
for
it as
a part
of
their
class
work.



SIX
American
Wood Working
Machines
lithographed
in colors.

Actual Size 20"x24"

The supply is limited
Get your request in early

AMERICAN WOOD WORKING MACHINERY CO.

Rochester, N. Y.

Say you saw it in the Sierra Educational News

"Students and Staff Alike Praise Kewaunee"

Dr. Norman MacDowell Grier, Professor of Biology, Washington & Jefferson College, Washington, Pa., writes:

"The Biology Laboratory Tables purchased from you have the well-merited praise of students and staff alike. It is also a pleasure to be able to testify similarly as to the type of service you gave us in connection."

We receive many such letters from Schools and Colleges that have installed

Kewaunee
LABORATORY FURNITURE

It is selected where the highest educational standards in equipment are observed. If interested in equipment for Physics, Chemistry, Biology, Agriculture, Electricity, Domestic Science or Art, Manual Training or Kindergarten work in your school—ask for the Kewaunee Book. It is free. Address all inquiries to the factory at Kewaunee.

PACIFIC SALES DIVISION,
BRAUN CORPORATION,
363-371 New High St.,
Los Angeles, Cal.

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS

Instructor's Desk No. 1401. Suited to the Physics or Chemistry Laboratory or the Lecture Room. Especially designed for smaller schools.

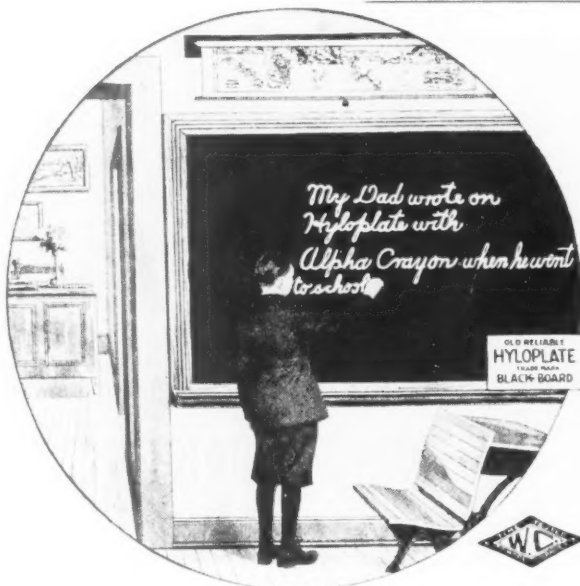


116 Lincoln Street
Kewaunee, Wis.

BRANCH OFFICES

Chicago Minneapolis Kansas City Atlanta Alexandria, La. Columbus Denver Houston
Little Rock New York Spokane Oklahoma City Jackson, Miss. Phoenix Toronto, Can.

C. F. WEBER & CO.



Hyloplate Blackboard is the only satisfactory composition blackboard on the market.

It has given almost a half a century of satisfactory service.

Be sure to specify the Genuine "Old Reliable Hyloplate Blackboard" for your new building.

Do not accept a substitute.

C. F. Weber & Co.

Exclusive Factory Representatives

San Francisco

Los Angeles

Say you saw it in the Sierra Educational News

The School Paper

Published for the purpose of convincing educators of the educational value of printing in connection with academic and vocational instruction in public schools.

VOL. 1

JERSEY CITY, NEW JERSEY

No. 2

The Value of Schoolpapers

WHAT the newspaper is to the general community the schoolpaper is to the school community. Both possess uncommon interest to their readers by the publishing of news items and both have the power of moulding public opinion. One influences mature minds; the other influences the immature minds. Both are informative and very educational. Especially is this latter statement true as regards schoolpapers.

The schoolpaper has one distinct advantage in educational value—it is the product of its readers. To be successful it must represent the combined effort of every class in the school and be of interest to every student enrolled in those classes. The academic classes may be assigned the task of collecting news, preparing interesting articles, and revising the printers' proofs for errors in English construction, spelling and typography; the art classes may have charge of the illustrations and general typographic arrange-

ments; the commercial classes may look after the business end of the publication, such matters as collecting money for subscriptions or advertisements, disbursements for paper, inks, etc. The actual type composition, presswork, and binding will be done by the printing classes.

Surely no other school problem can combine into a single educational unity practically the entire facilities of a school as does the schoolpaper.

With the installation of printing instruction in a school the academic subjects are generally revitalized. English, grammar, spelling and mathematics take on a different mean-

ing to students who have hitherto regarded them as necessary evils. Taught in conjunction with printing, their great value as the vital elements of education is realized.

Information: The Education Department of the American Type Founders Company employs the services of professional educators, efficiency engineers and trained salesmen to aid you in establishing printing courses in your schools. With this company the word "service" is spelled H-E-L-P.

PRINTING, in addition to embodying all other advantages of manual training, brings in language work—and this correlation of English and manual training is not to be had in other handwork subjects.

For information write F. K. PHILLIPS, Manager, EDUCATION DEPARTMENT

American Type Founders Company

300 Communipaw Avenue

Jersey City, New Jersey



Boston, Mass.
New York City
Philadelphia, Pa.
Baltimore, Md.
Richmond, Va.

Buffalo, N. Y.
Pittsburgh, Pa.
Cleveland, Ohio
Cincinnati, Ohio
Atlanta, Ga.

Los Angeles, Cal.
Winnipeg, Canada

Chicago, Ill.
Detroit, Mich.
St. Louis, Mo.
Milwaukee, Wis.
Minneapolis, Minn.

Kansas City, Mo.
Denver, Colo.
Portland, Ore.
San Francisco, Cal.
Spokane, Wash.

Say you saw it in the Sierra Educational News

MEDART STEEL LOCKERS



The economy of Medart Steel Lockers lies in the long years of useful service which they give. You get this long service first because Medart Steel Lockers are made throughout of selected materials, and second, because they are built by workmen whose skill in locker construction is of the highest order. Selected materials and quality workmanship are the things that make value and service. Also, Medart prices are con-

sistently low—figured either per locker or per year of service. On account of a well arranged production schedule, all Medart Lockers are shipped promptly—exactly when promised—without aggravating delays. Our Engineering Service is at your disposal in planning the most economical locker arrangement. This service is gratis and places you under no obligation. Write, stating your needs—we will promptly send helpful literature and data.

Twelve Points of Superiority

10. *Ventilation.* Louvred or perforated doors are standard on Medart equipment. Louvred doors are practically dust proof, while perforated doors are preferable if greater ventilation is desired.

11. *Shelves.* Shelves are of sheet steel with flanged front, strongly bolted to locker sides and richly enameled to match balance of the locker. Extends full depth of the locker frame.

12. *Brass Plated Hangers.* Medart Coat Hangers are brass-plated—not painted. Cannot rust, will never stain garments and always remain bright, clean and sanitary.

The other nine points are published in current advertisements. Send for interesting book picturing all twelve points in detail.

Fred Medart Mfg. Co.

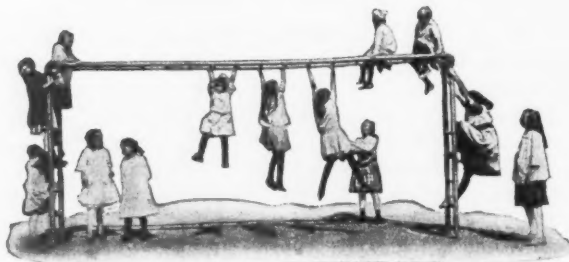
Potomac and DeKalb Sts., St. Louis, Mo.

New York—52 Vanderbilt Ave.

San Francisco—Rialto Bld.

C. F. WEBER & CO.

Everwear
Playground
Apparatus



Weber
Superior
Service

Playground Equipment should be safe and serviceable. Everwear Playground Equipment embodies all essential and desirable features and at a price within reason.

The New Everwear Catalog will interest you. Write for a copy.

Manufactured by **EVERWEAR MANUFACTURING CO.**

C. F. WEBER & COMPANY

Exclusive Agency

985 Market Street
SAN FRANCISCO

222-224 So. Los Angeles Street
LOS ANGELES

Say you saw it in the Sierra Educational News

The Agency you will eventually join *Why Not Now?*

Western Teachers' Exchange

Berkeley Bank Bldg., Berkeley, Calif.

Denver, Colo.

Chicago, Ill.

Minneapolis, Minn.

SPECIALISTS'
EDUCATIONAL BUREAU

TEACHERS WANTED—College Graduates only, except in vocational fields. No elementary school positions. Fill the better places only. All States. Get details.

BERKELEY, CALIF. — — ODEON BLDG., ST. LOUIS, MO.



THE FISK TEACHERS' AGENCY

2161 Shattuck Ave.
Berkeley, California

WE SPECIALIZE IN THE PROMOTION OF TEACHERS FROM SMALL TO LARGE SCHOOLS.

Registration Free.

Experienced and Successful Teachers Constantly in Demand.

Other Fisk Offices: Boston, New York, Pittsburgh, Memphis, Birmingham, Chicago, Denver, Portland, Los Angeles. Send to any office for registration forms and circulars.

Coddington Teachers Agency

Fifteenth Year

533 Citizens National Bank Building
Los Angeles, California

McNeill Teachers' Agency

Berkeley, Cal.

Same Convenient Location at the Center Street Entrance to the Campus

ENLARGED and EXPANDED

Write for particulars

Registration free

Boise, Idaho

Berkeley, Calif.

Salt Lake City, Utah

NORTHWESTERN TEACHERS AGENCY

Teachers Wanted

Many Excellent Positions Open

Call or write 421 Acheson Bldg., 2131 University Ave., Berkeley

MRS. MABEL E. AXLINE, Mgr.

THE OAKLAND BANK OF SAVINGS

Established 1867

Resources Over \$42,000,000.00

COMMERCIAL—SAVINGS—TRUST

SAFE DEPOSIT VAULTS

Corner Twelfth and Broadway, Oakland

1200 Seventh St., and 1362 23d Ave., Oakland; Cor. Shattuck Ave. and Center St., Berkeley

Say you saw it in the Sierra Educational News

How to Psycho-Analyze Yourself

Theory and Practice of Remolding the Personality by the Analytic Method

JUST
PUBLISHED

By
JOSEPH RALPH

JUST
PUBLISHED

Psycho-analysis is a term that was coined by Freud to define a technique by which the motivating factors of human behavior can be determined, and their trends adjusted when their influences are not in the best interest of a desirable personality. It is a procedure for uncovering and adjusting the unconscious mental processes which are responsible for temperamental defects, exaggerated nervous reactions, and undesirable mental attitudes. It is, in fact, a technical means for remolding the personality.

The influences and possibilities of psycho-analysis in connection with the emotions and impulses are largely similar to what those of education and training are in relation to the intellect and character.

Psycho-analysis cannot be learned; it has to be experienced. And there is only one means for obtaining this experience, viz: by applying the principles to one's own self.

Up to now the only books available on psycho-analysis have been of a highly technical nature; and which have been written by specialists in the interests of specialists. The present book, therefore, is a path-finder in this new science as far as the lay reader is concerned.

The question of psycho-analysis in relation to children is bound to become of paramount interest in the near future; and the only individuals whose opinions or services can be of any value in that connection will be those who have tested the value of those principles in their own personalities.

The author of *How to Psycho-Analyze Yourself* is a practicing analyst; and many of the methods which he outlines in this book are based upon his personal experience,—both in the case of his own self and in his professional work.

The book is a handsome volume; six inches by nine inches. Over 300 pages.

Price, \$5.00, Postage Paid

**Published by the Author
Long Beach, California**

Any teacher can have this book sent on three days' approval, postage paid, on request.

Kindly use the attached form.

To: JOSEPH RALPH,
BOX 639, LONG BEACH,
CALIFORNIA

Name

Please send me, postage paid, "HOW
TO PSYCHO-ANALYZE YOURSELF."

Address

Within three days after I receive the
book I will either send you \$5.00 or else
return the book to you.

S. E. N. 1.

Say you saw it in the Sierra Educational News

THE SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association

Published Monthly by the California Council of Education

Editorial and Business Offices, Flood Building, San Francisco

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council.....Managing Editor

RICHARD G. BOONE, Professor of Education, University of California.....Associate Editor

Advisory Editorial Board:

A. H. Mabley, San Luis Obispo

Miss Ruth Smart, Long Beach

Miss Ella G. McClerry, Sacramento

P. F. Valentine, Fresno

Miss May C. Wade, Berkeley

JAMES A. BARR

Advertising Manager

MABEL BOGGESS

Circulation Manager

Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879.

Subscription, \$2.00 per Year

20 Cents per Copy

VOL. XVII

DECEMBER, 1921

No. 10

CONTENTS

Editorial:

N. E. A. Resolutions. *A. H. C.*.....504

Examples of Poor Economy. *A. H. C.*.....505

Correcting an Error. *A. H. C.*.....506

Current Events. *A. H. C.*.....507

Education of the Women of the United States. *Aurelia Henry Reinhardt*.....508

Opal Whiteley. *Vita L. Baker*.....511

Program of C. T. A. Southern Section.....512

Speakers at C. T. A.

Southern Section. Illus.

Walter A. Jessup.....513

Payson Smith.....513

Frederick Warde.....513

C. A. Prosser.....513

Marion Le Roy Burton.....513

Miss Margaret Haliburton.....514

Miss Eleanor Colby.....514

Edward O. Sisson.....514

Chas. H. Judd.....514

Makers of the Flag. *Franklin K. Lane*.....515

An Educational Exhibit of the Birds of Golden Gate Park. *B. W. Evermann*.....516

Northern Section, C. T. A.517

Advantages of All the Year Schools.....518

Summary of Statistics on School Administration.....518

From the Field:

Mental Tests. *Leroy Howard*.....519

Study Hall and Supervised Study. *Floyd S. Hayden*.....519

Educational Literature:

County Library Notes. *Milton J. Ferguson*.....520

Review of Recent Books.....521

Notes and Comment.....525

EDITORIAL

OF the strong, timely resolutions enacted at the Des Moines meeting of the N. E. A., several demand emphasis, and only lack of space prevents our again giving them in full. We call special attention to the following:

N. E. A.

RESOLUTIONS

1. We strongly recommend that those who have proved themselves competent be made secure in their positions by laws establishing their tenure during the period of efficient service, and that adequate retirement laws be enacted in order to provide for those whose efficiency is lowered by age or physical disability.

2. We urge the adoption of a single salary schedule for all teachers in elementary and in high schools, determined upon the basis of education, professional training, and successful experience.

3. We call attention to the failure to provide an adequate program of education for the children living in the rural areas of our country, and we urge that the educational opportunities provided for children in rural America be made equivalent to those offered to children in the most favored urban communities, and to this end we recommend that larger units of taxation and administration than the ordinary school district be adopted such as the township or town and the county.

4. We call attention to the fact that it is impossible to carry forward an American program of education without greater financial support than is now available. We call to the attention of the American people the fact that wise expenditures for schools are not to be thought of as gifts in aid of a worthy charity, but rather as an investment which will pay higher dividends than any other type of public expenditure.

We recognize the necessity for larger state distributive funds in aid of the public schools in order that the American ideal of equalizing the burden of support and the opportunities for education be realized throughout our commonwealths.

It is to be hoped that the time is not far distant when the principles of tenure will be so fully understood and practiced that no laws will be necessary to protect the competent teacher. All such should be secure in their positions, through public

sentiment and common consent. This time will the sooner arrive if all inefficiency in teachers be frowned upon by the professionally minded. We can best protect ourselves from within our own ranks.

No State or City seems to have, as yet, an entirely satisfactory retirement salary law. The City of New York seems to have gone a long way in solving the problem. It must be remembered, however, that a law, satisfactory to a municipality is not necessarily well adapted to a State such as California. There is work ahead for our Association in placing our own retirement salary law upon a perfectly sound basis.

The single salary schedule is gaining headway. "Education, professional training and successful experience" seem to be the foundations upon which such salary should rest. The Michigan State Association in a recent pronouncement declared for higher salaries for teachers on the basis of merit. The principles are set forth that "a salary schedule is just and stimulates growth; that there should be annual increases in salaries that are worth while; that increases should not be made automatically, but only when increased experience combines with increased efficiency."

The well trained, professionally minded, successful teacher must be protected and look forward to a maximum high enough to justify the teaching career, or we shall be forced to recruit the teaching ranks from those who are poorly trained and inefficient. "A teacher is worth either more or less than he receives."

A. H. C.

DURING the recent annual meeting of City and County Superintendents of California, resolutions were adopted setting forth the necessity for increase in the salary of the Superintendent of Public Instruction, and of County Superintendents of Schools.

EXAMPLES OF POOR ECONOMY Recent legislation has resulted in material increase in salaries of all other school officials. Less than a score of County Superintendents had their salaries increased, such increase not to take effect until the next general election. That we have in the office of State Superintendent—an elective office paying \$5000 (it should be \$15,000)—a man such as Will C. Wood, is a remarkable circumstance, not likely to occur frequently. And it is no wonder that many of our best County Superintendents are leaving the profession entirely, or changing their positions, where, without such responsibility, the salary is much greater. If a constitutional amendment is necessary to adjust matters and further safeguard the schools of the State, well and good, let us have it.

While the school people of the State rejoice at the deserved promotion of W. J. Cagney, long Superintendent of San Benito County, they also regret the necessity for his leaving a position of County Superintendent in order to secure a salary more nearly approaching a competence. In speaking of Mr. Cagney and his work, a San Benito County paper has this to say editorially:

The other day he (Mr. Cagney) received an offer of a bigger job at much better pay, and we suddenly discovered that he was an asset the county could ill afford to lose, and that he would be indeed difficult to replace.

It is too bad that we never happened to think "W. J. Cagney must be a mighty good Superintendent, because we hear so little about him." If we had thought of that we might also have thought about raising his pay in time to keep him with us.

Mr. Cagney has remained in Hollister for several years while he could have easily made more money elsewhere, considerably more. He

remained here largely because he felt that up-building our schools was his mission in life, and he wanted to fulfill that mission.

He has the right now to feel that this has been accomplished, and he has the right to feel that he can turn his attention to making enough money to care for himself and his good wife when old age incapacitates them. And he is fortunate in being able to combine this pursuit of material things with a continuation and broadening of the work in which he takes such interest and pride.

When it comes to filling Mr. Cagney's place the Board of Supervisors have a real task. This office, of which none is of greater importance, pays the princely stipend of \$1800 a year, or \$150 a month.

The few people of this county qualified by experience, training, executive ability and temperament to succeed him, are getting salaries so much larger they would merely smile if offered the appointment.

Here are a few comparisons in monthly salaries now being paid in this county:

Superintendent of Schools.....	\$150.00
Grammar school teachers.....	\$116.66 to 133.34
Country school teachers.....	130.00 to 165.00
High School teachers.....	180.00 to 220.00
Grammar school principal, San Juan....	190.00
Grammar school principal, Hollister....	237.50
Principal San Benito Co. High School....	333.00
Dean, Junior College.....	350.00

With the exception of the Hollister Grammar School teachers and some of the country school teachers, the Superintendent of Schools, in authority over all of them, receives the least pay of all of them. Even some of the country schools pay their teachers more than the Superintendent gets. New Idria pays her teacher \$165 per month. Olympia pays \$150 a month. The principal of the Hollister Grammar school gets \$87.50 a month more than the County Superintendent. The principal of the high school gets two and one-fifth times as much as the Superintendent. The head of the junior college gets two and one-third times the Superintendent's salary.

The question before the Supervisors is, Who will resign a better job to take the vacancy? Of course there are two or three residents of the county not now teaching who are qualified for the office, but they are probably following occupations which reward them more generously, even though a belated increase of salary to \$2400 a year for the County Superintendent will take effect after the next general election.

Mr. Cagney goes to Los Angeles County to assume a \$4000 position with Supt. Mark Keppel, under the new provisions for rural supervision. Of our 58 County Superintendents, 25 receive a salary of \$1800 or less, 11 of these receiving \$1500 or less. Further comment is unnecessary. What is needed is not words but action.

A. H. C.

IN our November issue, page 493, there appeared unfortunately an item that has brought considerable unfavorable comment from Los Angeles. Those members of the C. T. A. and readers of the Sierra

CORRECTING AN ERROR

have communicated with this office in reference to the item, have been given full explanation of the cause of the error. That readers, other than those who have written us, may have full understanding of the situation, a statement is herein included. Following is the note in question:

A group of Los Angeles business men favoring advisory co-operation of teachers with boards of education, strongly opposed, recently, the proposition of certain radical teachers of that city to delegate to the teaching body certain functions in the control and operation of the schools, vested by law in the Board of Education.

That the note was inadvertently included is of great regret to us. In any publicity enterprise involving the preparation, editing, proof-reading, printing and mailing of more than 16,000 copies of a magazine, system is necessary. Our contract provides that final copy shall be in the hands of the printer not later than the 15th of each month; the magazine to be in the mails by the 1st of the month following. Practically all material is ready for press before the 15th. In the case of our November issue, all copy had at this date been carefully edited and the proof of certain forms read and corrected.

On October 18th, after portions of the November issue were run and others, on or ready for press, there reached us copy of the statement to members of the Southern Section together with the official ballot appearing on page 470 of the November issue. When the copy reached our office the editor was in another part of the

state attending a meeting of one of the sections of our Association. Knowing it would be an expensive matter in time and money to make the changes necessary to include the ballot, the editor was reached by long distance telephone. This being the first year that the Southern Section has worked under its revised Constitution, we were extremely anxious to handle the matter. We ordered the forms torn down and the magazine reorganized. In recasting notes and items there was inadvertently included the item in question,—evidently a newspaper clipping which had probably been accidentally filed with "copy." The delay caused by change in copy, after the original forms had been carefully read, and the fact that the editor was away, accounts for the error.

It is unfortunate that this error should have occurred. It is unfortunate that perfection is so difficult to achieve in the realm of publication as it is in other fields of human activity. Such standing as the Sierra Educational News has in the education and magazine world, is based largely on its adherence to facts, and its freedom from typographical error and statements that need retraction or explanation. For this very reason much more time and attention is given the preparation and issuance of this magazine than goes into the larger number of educational publications the country over. This is one of the elements that enters into the cost production of the magazine.

A statement also is timely as to the attitude of the Sierra Educational News in matters of the kind in question. This magazine is the "official" mouthpiece, not of any class or group of teachers, or those representing any section only, or the proponents of a particular plan or proposal. This magazine must attempt to represent impartially and honestly the entire teaching body of the state. To that end it has never knowingly characterized any group

or individual in language at which they might rightfully take exception. While our aim is to present and analyze principles and policies, there must never be argued by us in our columns the merits of the details of any plan or policy, however meritorious it may appear to its proponents, when the discussion is restricted and not state-wide.

There should be whole-hearted co-operation in any school system as between the teaching body on the one hand and the supervisory staff on the other. Much progress has been made to this end in various parts of the country. In Los Angeles, the plan of advisory councils of teachers has been under consideration for some time. Progress, and great progress is evidenced through the work of lay and teacher committees. It is unthinkable that teachers, citizens and school administration working together should not devise a plan of co-operation and support that would work to create harmony, efficiency and professional advance in the schools of that great city. If all who are at work upon this important problem have only the best interests of the children and the schools at heart, there is no call whatever for any publication, or any organization or individual, to call into question motives or actions of those participating in the movement.

We are in hearty accord with the spirit and purpose of teachers' councils and suggest to all teachers the desirability of an acquaintance with the literature of the subject. Attention is called to our issue of December 1919 and the extended editorial therein under title "The Advisory Council." In November 1917 we urged the advisory council type of school administration; and as far back as December 1914 we outlined a plan of teacher and superintendent co-operation. We shall watch with interest the outcome in Los Angeles, where a satisfactory plan of teachers' councils will, we trust, soon be in opera-

tion, and shall hope for space to present this plan for the benefit of our readers.

A. H. C.

THIRTY years ago the "standpat-
ters" in education were startled by the utterances of an occasional leader in education that the study of current events had a place in the school.

CURRENT EVENTS

Like all so-called "new subjects," current events had a forward push, followed by a decline. There has recently been a revival in the subject. Attention is given in some high schools to the outstanding facts of the day. Normal school and college students are sometimes called upon to report at conferences or assemblies, or in history classes, upon the leading events, locally, nationally or internationally.

The study of current events should be carried on throughout the school system, beginning in the upper grades. The value of this work, however, does not lie primarily in acquainting the young people, or in having them acquaint themselves, with present-day happenings, so far as "today" is concerned. It lies chiefly in creating a habit of study, and in developing a power of discrimination. It is well that students in school should know what is going on in the world today. It is highly important that they should, as men and women, make their contribution not only, but be thoroughly alive to the developments from day to day in the industrial, the social, the political life at home and abroad. They should follow the trend of events, should be able to weigh values, and think straight on all great public questions, not only at a period of crisis, but in the work-a-day life. With the habit properly established and the ability to set aside the trivial things as chronicled and center upon great, fundamental issues, the individual can be said to possess a liberal education. A. H. C.

EDUCATION OF THE WOMEN OF THE UNITED STATES

Excerpts From an Address Delivered Before N. E. A., Des Moines, Iowa, by Aurelia Henry Reinhardt, President Mills College, Oakland, California

IS it true that when a teacher approaches a subject, he will treat it in one of three ways? He will discuss it, for value of content, or for method of teaching the content, or for the resulting viewpoint, dynamic worth lying beyond content and method. I confess that I am profoundly concerned with the point of view resulting from an unprejudiced survey of the matter in hand.

The education of the women of the United States is not so much the subject of this address as its object. Behind my effort to show the forces, unconscious and conscious, which have educated and are educating American women, it is my hope to arrive at conclusions in which will be seen the potential power of woman's education to aid in solving the professional problems with which this National Education Association is confronted. It is my hope to state more clearly the value of this education reacting on the 25 million children of our schools and on the homes which these children represent.

Professionally, it must be remembered that in American schools 95 per cent of all teachers are now women—a momentous fact in itself. Politically, it must be recalled that the 19th Amendment brought in 1920, 27 million women into citizenship. Beside these well-known facts are the less obvious ones which multiply their importance: First, every woman as parent precedes the officer of the school-room as the child's earliest and most important teacher; second, every woman as citizen becomes responsible for the schools as an expression of the State's life, and its chief effort to mold and unify national thought and endeavor. Every woman then must today be given educational opportunity that as a minimum result prepares her for the functions of parent, of teacher, and of citizen.

What has been her lot in the 300 years of our history—"the history of a people whose beginning was a great adventure, and whose life has been a great toll?" On the whole, one of the happiest, the least hampered by prejudice, the most open to opportunity of the women of any race. From the first year of settlement working side by side with religious founders of New England, with the first planters of the South, and with the westward moving

home-seekers of prairie and mountain and Pacific Coast valleys! All circumstances have worked to give her one by one in harmonious evolution the opportunity which her time afforded, to do, to learn and to be an integral helpful part of her generation.

There was little machinery arranged for girlhood's education until about one hundred years ago. Her important training lay within the family group where all the activities for the support of life and its comfort took place. From the days of Jamestown and Plymouth, and through all the years that a westward frontier marked new experimentation in agriculture and rural pursuits, the women had in their primitive work the kind of education which best fitted the times of continental development. Slowly the land was explored, forests were cleared, rivers were bridged, acres were planted, and slowly a Republican form of government was thought out and fought into being. In 1825 Alexis de Tocqueville on visiting this country wrote: "If I were asked to what the singular prosperity and growing strength of the American people ought mainly to be attributed I should reply—to the superiority of their women." And these women had been workers of every kind of task from light house tending to the scalping of marauding Indians.

The second chapter in the education of American women opened in the years immediately succeeding the Revolution. Those were the years in which the country was concerned with the making of the Constitution, with the founding of party government, with the establishment of the United States as a country distinct unto itself with relations to other countries, with the development of businesses that instantly converted villages into towns, and towns into small cities—these years of debate and political experiment made American women conscious of the need of mental training. They had always been given instruction in religious thought and discussion, and in a variety of occupational activities. Now they began to want knowledge of many kinds, knowledge of history, of politics, of philosophy, and of the beginnings of that new world which science was opening to thinking men, so they consciously worked to found schools and col-

leges where women might enter to learn. Nor was it easy to achieve.

The inertia of indifference, or awakened to the thought of it, active disapproval of enlarging the school system to admit girls and women made progress slow, and in some parts of the country, discouraging. Not until 1769 did Boston open its public schools to girls, while the first high school preparing for college, the Girls' Latin School, did not come into being until 1878. In Philadelphia public preparation for college did not succeed in recognition until 1893.

The women pioneers in educational organization have of late years had their due share of recognition. And, as we look on the results of their efforts, not only at Mount Holyoke and Troy, but over our whole land, we bow to Catherine Beacher, to Emma Willard, and to Mary Lyon, for the truth that was theirs, for the vision they saw, for the faith with which they worked. They are heroines, of which modern girlhood should be as proud as of Hannah Dustin of Haverill, fighter of Indians, Mary Draper of Lexington, maker of ammunition, and Eliza Pinckney, Carolina pioneer in agriculture and friend of George Washington.

The year 1789 is memorable in educational history. Partly because of their later beginning, the midwestern and Pacific States never argued the rightfulness of sending girls to the district school or academy. One might say that to the middle west the school bore the relationship of the church in New England. It was the earliest center of social life and as the church had always frankly been, co-educational.

For the west it remains to call attention to the Morrill Act of 1862 which made possible in every state a public university, where men and women alike might freely go to study what they chose and as they chose, but it was not until after the war that was then being fought out in national anguish that tradition was outgrown, and women's desires and time were liberated for general higher education.

Having become successful students they yearned to become teachers. First it was in the elementary field, later the secondary, and finally in collegiate work and in administration. Coincident with this, the possibility of missionary service seized their imagination and Atlantic Coast colleges for women have sent their graduates as pioneers into all non-Christian countries east and west for well nigh a hundred years.

The third step in woman's enlarged oppor-

tunity for action to be followed by educational adjustment which the ability of the leaders made a shining desire for the many, was the spontaneous participation of women in the nation-wide abolition debate of the forties and fifties. In vain they were admonished by many to be seen and not heard, in matters that were as political on the one hand as they were ethical on the other and not a matter of family council. Undaunted by word of mouth and word of pen, Lydia Marie Child and Lucretia Mott and Harriet Beecher Stow, argued that neither family life nor national life would be safe under the blight of slavery. They even saw that its so-called economic value was a sham. With the good woman's intuitive recognition of the wrong, a group of brilliant women united in prosecuting the American institution of slavery.

War has always been a liberator of women from the traditions of their day, and so the Civil war, that mighty struggle of kinsmen to define the principle of human liberty, that strife which cost the young Republic a million lives and ten thousand million dollars, called women into forms of work which had previously occupied their brothers, and which they had been scarcely conscious of desiring to enter. Unself-consciously they had worked at hunting, planting, spinning, weaving and sewing in the days of the colonies becoming with remarkable ease teachers of an unnumbered public. In the necessities and cruelties of the war which followed they became healers of the wounded, business women collecting and spending vast sums for food, clothing, shelter and medicine for thousands upon thousands of soldier kinsmen, learning (in a word) the secret of organization which was in the next few years to convert them into employers, executives, administrators within new economic and community groups as they had been in the smaller family groups of the past.

Memory is short, and governmental statistics have few readers. Nowadays it is repeated in press and rostrum that only in the twentieth century has woman in general, and the American woman in particular, had an opportunity to prove business or professional capacity. From the day of Proverbs 31 and the Semitic heroine who "considereth a field and buyeth it, with the fruit of her hands she planteth a vineyard," from that distant day to the days of the girlish founder of Haddensfield, woman has expressed herself in terms of her environment and at least partly in terms of her economic ambitions and ability. In a readable little book

printed in 1863 in Boston the writer enumerates 400 tasks at which women were gainfully employed, though her classifications of work are her own. But the government census of 1860 and 1870 tell a kindred tale, and in Marian Talbot's more scientific vocational study which is of easy access, she estimates that in 1900, with the 323 recognized occupations, women were at work in 295. At that time, twenty-one years ago, out of 25 million women, 5 million were gainfully employed outside their homes.

The industrial and social changes following the Civil War, influencing American life, diminishing household tasks, and putting, not new economic problems, but problems in a new economic form, before women for solution, they are a commonplace of American history. Home industries of cloth making, sewing, preserving, centralized in factories, and women leaving the individual kitchen for the "plant"; the development of mechanical appliances, telephone and telegraph, sewing machine and typewriter, needing hands to make them and hands to use them. And so the hands that since the beginning of the world have made and repaired the necessary articles for food and shelter within the home, were in increasing thousands upon thousands, in the hands of women.

In 1880, not two decades after women were welcomed into teaching, only 42.8 per cent of all teachers were men; ten years later, 34.5 per cent; in 1900 29.7 per cent; in 1905, 26 per cent, and today—look around this hall. What a magnificent chance women teachers have! What are you going to do with it?

But I must remind you of one other important agency in her own education, which woman worked out, and which she is still using, an agency educational in purpose, though it for years indirectly influenced legislation, and since 1920 in some forms, directly so. I mean the woman's club movement which had been smiled at, tolerated, or ignored until during the world war Washington learned it could muster for its service ten million women who had learned to co-operate in altruistic organizations.

Do you know what this means educationally to women of today? and what it means to their homes, and to others for whose betterment this great organization is endeavoring to work?

Forgetting for the moment national Art Clubs, Press Clubs, Pen Women's Clubs, the many strictly professional organizations; forgetting clubs for ennobling our ancestors or (through eugenics) for improving our descendants; let me adhere just to the General Federa-

tion with whose council I met in Salt Lake City three weeks ago. The delegates represented 1,800,000 members. They have more voluntary workers in their departments of Civics and Health and Education than the two political parties.

A delegate from New Mexico reports a woman member on every school board and commission in the state; California, Nevada, Utah, and Oregon report the increase of endowment funds where income is loaned to needy college students. Colorado reports \$40,000 and Iowa the capital for 500 loans. Louisiana, with its unique struggle against poverty and illiteracy reports through an energetic little delegate, 50 thousand school children saving as wards of club women, and the success of an educational insurance policy originated by the clubs of which \$300,000 worth of policies had been sold.

Reports from a score of states on the institution of new voters' day, of Patriotic Sabbath on the Sunday preceding the Fourth of July, of Americanization work, of friendly sort in town and country; of commercial centers and county meetings. California women were working to save the Redwoods, and Minnesota women amending forestry enactment, and all southern states working for more roads and better roads, with shade trees along the way. A delegate from Massachusetts reported on the model school which it maintains in Georgia. Surely the club woman has done more than any one else to wipe out sectionalism.

What is the difference between the immigrant Maria Krovotskey and the pioneer Mary Draper or Anna Forrest?

She's only a laywoman that club woman from Wyoming and Wisconsin, but she is tackling Social Hygiene and growing toward an understanding of the Parenthood of the State.

Members of the National Education Association, you have scanned with me the story of the American woman and the training afforded to her by her times. Have we won the point of view that was my objective when we began? Let Hannah Adams step out from the Boston Atheneum and look out with us over the modern woman's heritage. Her Boston is no longer the hub of the new Republic Universe. New Orleans lies 1400 miles to the south. The modern city of Chicago lies 1100 miles from the nation's capital, and Manhattan talks over a wire to San Francisco 3000 miles to the west.

By the state, county, or city, Education is made possible to girls and boys alike from kindergarten to professional schools.

And may one learn everything?

The original "three Rs" of the school curriculum has widened to include sciences, technical studies, vocations of commerce and administration. There are industrial schools and classical schools. There are fresh air schools. Health has been a recognized right of every school child for a dozen years, and recreation privilege has multiplied playground, park and athletic field. The crippled, the blind, the deaf, the feeble in mind are cared for in their own school. Surely were Hannah Adams living now she would say, "The American woman has in this magnificent preparation for her education and activity—her happiness and heaven."

What kind of knowledge dries up the springs of character? What sort of education fails to unify the powers of the individual and cuts off work of hand or mind from the vital source of life? The United States recognized more fully than all countries the individuality and humanity of woman, not because of constitutional amendment, but because of an ideal inherent in American democracy, and Emerson adds, "Civilization's the power of good women." Surely as far as the light of the barberry candle of Priscilla Alden shall glow the light of modern womanhood, and we shall work gladly at our builder's task building the nation in which we believe we, parent, teacher, citizen, knowing with the wisdom of three hundred years,

The tutelary genius of mankind
Ripens by slow degrees the final state
That in the soul shall its foundation find
And only in victorious love grow great.
Patient the heart must be, humble the mind,
That doth the greater births of time await.

OPAL WHITELEY

VITA L. BAKER, Sacramento

RECENTLY in the Sierra News appeared a request for information about Opal Whiteley, taking for granted that nothing definite is known about the young author of the famous diary.

She registered at the University of Oregon in September, 1916, giving her birthplace Colton, Washington, and the date of her birth December, 1897. Under "parent or guardian" she entered the name of Chas. E. Whiteley, not designating which he was, but the omission cannot be considered significant.

She attended the University two years, and

during that time Mrs. Whiteley died, so the one incontrovertible witness as to Opal's membership by birth, in the Whiteley family, was lost. But Opal spoke of Mrs. Whiteley only as her mother, and Mrs. Whiteley had never spoken of Opal, except in one possible instance, as other than her own child. It seems that even her husband had not been given any such confidence.

The grandmother of the Whiteley children, Mrs. A. E. Scott, of Saginaw, Oregon, first saw Opal at the age of one and a half years when she took the child to Cottage Grove for a visit. She next saw her at the age of four when Mrs. Whiteley moved from Colton, Washington, to Wendling, Oregon, with Opal and the two younger children. It was at this time it is claimed that the substitution was made. Mr. Whiteley followed his family three weeks later; this was the only time he had ever been separated from the child. It would seem highly improbable that such a substitution could have taken place without his detecting the fraud.

Photographs in possession of the family showing the children from infancy up to seven or eight years of age, fail to give evidence that it was not the same child who continuously bore the name Opal. Those who know the young lady best, attribute her fanciful story to a vivid imagination, but credit her with sincerity in believing it herself from having long held the idea in secret.

On the other hand, there arose a presumably trustworthy witness, an attorney of Portland, who made the acquaintance of the Whiteley family in 1911, when, he claims Mrs. Whiteley told him that Opal was an orphan whom she had adopted a few days after the death of her own child.

At Colton, Washington, was a French colony. With her abnormal gift for seizing new and strange words, it would not have been impossible for the child to have gained there her stock of French words, as well as her familiarity with the ritual of the Roman Catholic Church and its terminology.

She entered the University of Oregon and majored in geology, bringing with her over 16,000 specimens of minerals, plants and insects that she had collected, classified and mounted in her independent studies. She had no other credentials for entrance to the University, but the professor of geology said that "entrance rules were cast aside for her because her attainments made a college education seem artificial."

PROGRAM C. T. A., SOUTHERN SECTION

General Sessions, Los Angeles, Dec. 21, 22, 23, 1921

Wednesday Evening, December 21, 1921—8 P. M.

- I. Philharmonic Orchestra in the Annual Concert of the California Teachers' Association Southern Section.

Auditorium of the University of Southern California.

- II. Opening Session—Bible Institute—Merton E. Hill presiding.

1. Music—Los Angeles City Schools.
2. Address—Dr. G. Bromley, Oxnam.
3. Music—Los Angeles City Schools.
4. Address—"A Half Century of Educational Expansion," Dr. Charles H. Judd, University of Chicago.

Thursday, December 22, 1921, 9 A. M.

- I. General Session—Bible Institute—Merton E. Hill presiding.

1. Music—Los Angeles City Schools.
2. Address—"The Rights of Childhood," Dr. Charles A. Prosser, Director The William Hood Dunwoody Industrial Institute, Minneapolis, Minn.
3. Music—Los Angeles City Schools.
4. Address—"Art in Every Day Life," Miss Eleanor Colby, Dowagiac, Michigan.
5. Address—"The Demands of Democracy," Dr. M. L. Burton, President University of Michigan.

- II. General Session—Philharmonic Auditorium—C. B. Collins presiding.

1. Music—Fullerton Union High School.
2. Address—"The Teacher and the World of Action," Dr. Edward O. Sisson, Reed College, Portland, Oregon.
3. Address—"American School Organization," Dr. Charles H. Judd, University of Chicago.
4. Music Fullerton Union High School.
5. Address—Hon. Payson Smith, Commissioner of Education, Boston, Massachusetts.

- III. General Session—Trinity Auditorium—Miss Ruth Smart presiding.

1. Music—Boys' Glee Club, Long Beach Polytechnic High School.
2. Address—"The Teaching of the History of California," Mr. Mark Keppel, Superintendent of Schools, Los Angeles County.
3. Address—"The Public Schools and the Nation," Mr. Fred M. Hunter, Superintendent of Oakland City Schools.
4. Music—Girls' Glee Club, Long Beach Polytechnic High School.
5. Address—"What Shall Be the Next Step?" Hon. Will C. Wood, Superintendent of Public Instruction, California.

Thursday, December 22, 1921, 3:30 P. M.

General Session, Trinity Auditorium.
Business Session.

Thursday, December 22, 1921, 8:00 P. M.

Auditorium, Millspaugh Hall.
Christmas Concert

University of California, Southern Branch
Mr. William D. Kraft, Director.

Friday, December 23, 1921, 9:00 A. M.

- I. General Session—Bible Institute—Merton E. Hill presiding.

1. Music—Pasadena High School.
2. Address—"Our Enlarged Conception of Education," Mr. A. H. Chamberlain, Executive Secretary C. T. A.
3. Address—"The Teaching of the History of California," Mr. Mark Keppel, Superintendent of Schools, Los Angeles County.
4. Music—Pasadena High School.
5. Address—"What Shall Be the Next Step," Hon. Will C. Wood, Superintendent of Public Instruction, California.

- II. General Session—Philharmonic Auditorium, C. B. Collins presiding.

1. Music—Los Angeles City Schools.
2. Address—"Teaching As One of the Fine Arts," Mr. Harr Wagner, Editor Western Journal of Education, San Francisco.
3. Address—"The Old and New Apprenticeship," Dr. Charles A. Prosser, Director The William Hood Dunwoody Industrial Institute, Minneapolis, Minn.
4. Music—Los Angeles City Schools.
5. Address—"The Demands of Democracy," Dr. M. L. Burton, President of Michigan University.

- III. General Session—Trinity Auditorium—Miss Wilhemina Van de Goorberg presiding.

1. Music—Santa Ana High School.
2. Address—Mrs. Susan M. Dorsey, Superintendent Los Angeles City Schools.
3. Address—"A Half Century of Educational Expansion," Dr. Charles H. Judd, University of California.
4. Music—Santa Ana High School.
5. Address—Hon. Payson Smith, Commissioner of Education of Massachusetts.

Friday, December 23, 1921, 1:30 P. M.

- I. General Session—Bible Institute—Miss Ruth Smart presiding.

1. Music—Chaffey Union High School.
2. Address—"The Place of Social Sciences in Education," Hon. Will C. Wood, Superintendent of Public Instruction, California.
3. Music—Chaffey Union High School.
4. Address—"The Necessities of the Hour," Dr. M. L. Burton, President of Michigan University.
5. Adjournment.

- II. General Session—Philharmonic Auditorium.

1. Music—Pomona High School.
2. Address—"American School Organization," Dr. Charles H. Judd, University of Chicago.
3. Music—Pomona High School.
4. Address—Hon. Payson Smith, Commissioner of Education of Massachusetts.
5. Adjournment.

SPEAKERS AT C. T. A., SOUTHERN SECTION



Dr. Walter Albert Jessup

Dr. Walter Albert Jessup, President of the State University of Iowa, was born in Indiana, and after receiving his Ph. D. from Columbia remained in his native state as Supt. of the Schools of Westfield and Madison. He was Dean of the College of Education of Indiana University before going to Iowa City in 1916 as president of State University of Iowa. Dr. Jessup is considered one of the progressive leaders of the Middle West.



Dr. C. A. Prosser

Dr. C. A. Prosser, Director of Dunwoody Institute, at Minneapolis, is the most prominent educator in vocational work in the United States. He has degrees of A. B., A. M., Pd. D. from De Pauw University, Ph. D. from Columbia and LL. D. from Alfred University. He has been Superintendent of schools in New Albany, Indiana, Director of Vocational Education in Massachusetts, a member of the National Committee on Agriculture and Industrial Education and Director of the Federal Board for Vocational Education. In addition, he has made vocational surveys for numerous cities, among which are Richmond, Virginia, Denver, St. Paul and Indianapolis.

Dr. Prosser is the author of three great National bills, the Vocational Education Act, the Vocational Re-education Act and the Vocational Rehabilitation Act, and has drawn legislation for practically every state in the Union. Besides several books he has published more than a dozen pamphlets dealing with vocational problems.

Dr. Prosser is the author of three great National bills, the Vocational Education Act, the Vocational Re-education Act and the Vocational Rehabilitation Act, and has drawn legislation for practically every state in the Union. Besides several books he has published more than a dozen pamphlets dealing with vocational problems.

Dr. Payson Smith, State Commissioner of Education of Massachusetts, is one of the outstanding state superintendents of the United States. He began his career as teacher of Greek and has been High School Principal, Superintendent of Schools, and State Superintendent in both Maine and Massachusetts. Dr. Smith is an educator-administrator and a speaker of great power.



Dr. Payson Smith

Frederick Warde, the eminent Shakespearean actor, comes to California every winter to take the part of Father Junipero Serra in The Mission Play. Thus his appearance at the Institute is made possible. He is now 71 years of age and is devoting most of his time to Shakespearean lectures, rather than to acting.



Frederick Warde

Dr. Marion Le Roy Burton, President of the University of Michigan, began his career at Carleton College (Northfield, Minn.), later receiving his Ph. D. degree from Yale, his D. D. from Carleton and LL. D. from Tufts, Western Reserve, Amhurst and Hobart. His first teaching was done in the Greek Department at Carleton, but later he taught at Yale. He has been pastor of the Church of the Pilgrims in Brooklyn, President of



Dr. Marion Le Roy Burton Smith College and President of University of Minnesota. There is no other educator in the United States who at the early age of 47 has been president of three large colleges. It is said that he commands the highest salary paid any educator in the country.



Miss Margaret Haliburton

Miss Margaret Haliburton is Supervisor of Primary work in Waco, Texas. With the exception of two years spent at Columbia University, her training and experience have all been in the South. She has been closely associated with Dr. P. P. Claxton, as director and principal of various normal and training schools in Virginia and North Carolina and with Dr. Bruce R. Payne at George Peabody College in Nashville, Tennessee. She is the author of many primary readers, among which are "Graded Classics," "The Haliburton Readers," "Manual for Teachers of Reading" and "Teaching Poetry in the Grades." One authority says of her: "She is one of the most remarkable teachers of children and demonstrators of that teaching to others, that I have ever known. I have often wished that she might teach for ten years in each state of the Union."



Miss Eleanor Colby

Miss Eleanor Colby, lecturer, artist, writer and critic, is well known throughout the East because of her original methods. She was formerly connected with the supervisory staff in St. Louis and her experience there was used wisely in her book, "Talks on Drawing, Painting, Making and Decorating for Primary Teachers." For four years she wrote and illustrated two full pages in the Pictorial Review, in addition to contributing many articles and color pages for children in The Ladies' Home Journal, The Delineator and The Designer. She gives what is termed chalk talks illustrating her theme with drawings, paper dolls and a variety of materials. She is regarded as one of the cleverest speakers on the public platform.

Dr. Edward O. Sisson

English born, but American in every good sense, President Sisson is a national factor and leader in Education. Holding academic degrees from Kansas Agricultural College and Chicago University, he completed his doctorate at Har-

vard in 1905, after a year of study in Berlin. For nearly 20 years he had experience as teacher and executive in secondary and technical schools in Illinois and in 1905 began his career as educational director in the University of Illinois (1905-6), University of Washington (1906-12), and Reed College, Oregon (1912-13). The presidency of the University of Montana he just left for a professorship in philosophy at Reed College. Dr. Sisson is a forceful speaker and an idealist of thoroughly practical tendencies.



Dr. Chas. Hubbard Judd

Dr. Chas. Hubbard Judd, one of the best authorities on psychology in our country, has been Director of the School of Education of University of Chicago since 1909. He was born in British India, has degrees from Wesleyan, Yale, Miami and Ph. D. from U. of Leipzig. He is the author of a great many books and articles dealing with psychology and pedagogy. In addition he has made surveys of the Schools of Grand Rapids and St. Louis.

The Southern Section, California Teachers' Association, at its annual business meeting December 24, 1920, voted favorably on an increase in membership fee. The vote was 76 to 67 in favor of a \$5.00 fee and 205 to 17 in favor of a \$3.00 fee. Now the Central Coast Section and the North Coast Section have voted favorably on a \$5.00 fee. The Northern and Bay Sections have cast favorable votes for a \$3.00 fee. Thus three sections have voted the \$5.00 fee and five sections the \$3.00 fee.

We stated last year in reporting the Southern Section meeting that the small number of members attending and voting would seem to make it inadvisable to accept their vote as conclusive. We do not know whether it will be taken as conclusive or whether members will be asked this year to ratify or reject the previous vote. If the vote for \$5.00 is to stand, favorable action is needed by one other section only. The Council of Education has asked that four of the six sections of the State Association vote favorably upon an increase before the Council declares the same in effect. If the increase is voted this year it will go into effect in 1923.

The Southern Section is, the present year, writing memberships on a \$3.00 basis, but the extra dollar can be used only for the work of the Southern Section, no part of same coming to the State Association.

"MAKERS OF THE FLAG"

A BEAUTIFUL thing from the late Franklin K. Lane, that will make its appeal to every teacher, not of California alone, but wherever loyal citizens abound and the fine art of creative English is respected.—Ed.
[Delivered on Flag Day, 1914, before the employees of the Department of the Interior, Washington, by Mr. Lane, then Secretary of the Interior.]

THIS morning, as I passed into the Land Office, the flag dropped me a most cordial salutation, and from its rippling folds I heard it say: "Good morning, Mr. Flag Maker."

"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the Army. I am only a government clerk."

"I greet you again, Mr. Flag Maker," replied the gay voice. "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter; whichever one of these beneficent individuals you may happen to be, I give you greeting; Mr. Flag Maker."

I was about to pass on, when the flag stopped me with these words:

"All Good Acts Make Me Happy"

"Yesterday the President spoke a word that made happier the future of 10,000,000 peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the corn club prize this summer."

"Yesterday Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night to give her boy an education. She, too, is making the flag."

"Yesterday we made a new law to prevent financial panics, and yesterday, maybe, a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag."

"But," I said impatiently, "these people were only working."

Then came a great shout from the flag:

"The work that we do is the making of the flag."

"I am not the flag; not at all. I am but its shadow."

"I am whatever you make me; nothing more."

"I am your belief in yourself, your dream of what a people may become."

"I live in changing life, a life of moods and passions, of heartbreaks and tired muscles."

When Men Do Honest Work

"Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly."

"Sometimes I droop, for then purpose has gone from me, and cynically I play the coward."

"Sometimes I am loud, garish and full of that ego that blasts judgment."

"But always I am all that you hope to be, and have the courage to try for."

"I am song and fear, struggle and panic and ennobling hope."

"I am the day's work of the weakest man and the largest dream of the most daring."

"I am the Constitution and the courts, statutes and the statute-makers, soldier and dreadnaught, drayman and street-sweep, cook, counselor and clerk."

Battle of Yesterday, Mistake of Tomorrow

"I am the battle of yesterday and the mistake of tomorrow."

"I am the mystery of the men who do without knowing why."

"I am the clutch of an idea and the reasoned purpose of resolution."

"I am no more than what you believe me to be, and I am all that you believe I can be."

"I am what you make me, nothing more."

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts. For you are the makers of the flag and it is well that you glory in the making."

FRANKLIN K. LANE.

President Merton E. Hill of the Southern Section, California Teachers' Association, has completed his program for the general sessions of the annual meeting of the Association to be held in Los Angeles, December 21st, 22nd and 23rd next. The program is printed in this issue.

Miss Ruth A. Smart, in charge of publicity, has submitted the "Pen Pictures of Prominent Speakers" which with photographic cuts are included in this issue also.

AN EDUCATIONAL EXHIBIT OF THE BIRDS OF GOLDEN GATE PARK

B. W. EVERMANN, Director

IT is the intention of the California Academy of Sciences to install in its museum an exhibit showing the various species of birds known to frequent Golden Gate Park. The specimens will be artistically mounted and placed in a series of glass-fronted cases. In the first case will be placed a pair of each species that is permanently resident in the Park; that is, the species that may be seen in the Park any day in the year. In the second will be shown the winter visitants or those that are found here only in the winter. In the third, the spring migrants; in the fourth, those species which are known to breed in the Park; in the fifth, the fall migrants; and in the sixth or last, the species that are known or believed to be in the Park today; that is, species that any one, viewing the exhibit, could probably find if he went from the Museum out into the Park and looked for them. This group would, of course, be a constantly changing one. On the day that any new species arrives in the Park it will be the duty of the bird man in charge to place specimens of that species in the case; when a species migrates, the specimens of that species will be removed from the case. Thus it will be seen that this will be a constantly changing group. When a teacher brings her school to the Museum for them to get information about the birds of the Park, she can say to the class when they come to this case, "Children, the Museum says all of these kinds of birds are in the Park now; let us go out and see how many of them we can find."

This will be nature study of real educational value; and such an exhibit as is proposed will prove of very great interest and help to the public schools in their nature study work. The number of schools visiting the Museum is rapidly growing. During the year ending June 30, 1920, the total number of pupils that came as classes with their teachers was 10,364, representing 306 different schools. Besides these, there were many thousands of children that came individually.

In addition to this, several teachers come more or less regularly to examine specimens of birds in the Academy's collection, sometimes bringing a few of their students with them. The Museum also loans specimens of

birds to teachers who wish them for instructional purposes.

One troop of Boy Scouts meets regularly every week at the Museum and makes use of the bird collections.

Thus it may be seen that the Museum is doing a great deal to help the public and private schools in their nature work, and that it plans, through the Golden Gate Park Bird Exhibit, to increase greatly its usefulness in these lines.

But to accomplish these aims the Museum must receive financial help; its available funds are not adequate for its needs. To build up the necessary collection of birds will entail more expense than can be spared from the meagre income of the Academy; and to keep the exhibit up to date and in proper condition will cost a small amount every year.

Some one who wants to do a really fine thing for the school children can do so by helping the Museum to prepare and maintain exhibits such as outlined above. The expense would be very moderate. Dr. Evermann, the director of the Museum, would be glad to confer with any one to whom the matter appeals and who would like further information as to details of the plan.

FREE LABOR argues that as the Author of man makes every individual with one head and one pair of hands, it was probably intended that heads and hands should co-operate as friends, and that that particular head should direct and control that pair of hands. As each man has one mouth to be fed, and one pair of hands to furnish food, it was probably intended that that particular pair of hands should feed that particular mouth—that each head is the natural guardian, director, and protector of the hands and mouth inseparably connected with it; and that being so, every head should be cultivated and improved by whatever will add to its capacity for performing its charge. In one word, free labor insists on universal education—Abraham Lincoln.

NORTHERN SECTION, C. T. A.

TWO years ago the Northern Section of the State Teachers' Association decided on a new plan of holding Biennial Sessions, with the business handled on the alternate years by an executive committee. The first meeting under this plan, at Sacramento, October 18-21, was most successful, if numbers in attendance, enthusiasm, and an exceptionally strong program of speakers are any criterion. Miss Mary R. Cravens of the Sacramento school department handled the local arrangements to the satisfaction of all, while Mr. L. F. Best, as Chairman of the Committee on Accommodations, R. E. Golway, Chairman Train Committee, and Miss Mabel Cox, Information Committee, rendered efficient service. One evening was given over to a reception and dance at the E. B. Crocker Art Gallery (Miss Mary Ireland, Chairman Reception Committee), with refreshments offered under the auspices of the Sacramento Schoolwomen's Club, directed by Miss Amy Greenlaw. There were luncheons, dinners and get together affairs of the alumni of the several Normal Schools (now Teachers' Colleges) and Colleges of the State, and of those of similar institutions outside the state as well. The banquet of the Schoolmasters' Club of Northern California, arranged in large part by A. H. Burd of the Sacramento High School, was a unique affair. President Dan White presided.

The Schoolmasters' Club elected officers as follows: Dan White, President; A. H. Burd, Secretary; R. M. Sisk, Chico, Treasurer.

The educational program arranged by the president of the Association, Miss Ella G. McCleery, and the Executive Committee, was one of the strongest ever presented. Chief among the speakers were President Rufus D. von Kleinsmid, University of Arizona (just elected to the Presidency of the University of Southern California); President Walter E. Clark, University of Nevada; Lee Emerson Bassett, Stanford University; Nicholas Ricciardi, President California Polytechnic School; Dr. L. B. Rogers, University of Southern California; Mrs. Helen B. Keller, State Department, Sacramento; Merton E. Hill, Principal Chaffey Union High School and Junior College; Mrs. R. E. Greenwood, Los Angeles; Mrs. Mabel F. Gifford, San Francisco; Miss S. E. Hagelthorn, San Francisco; Herbert R. Stolz, State Department of Education.

Dr. von Kleinsmid has the happy faculty of couching the deepest philosophical pronouncement in phrasing, both pleasing and under-

standable. He emphasized the seriousness of the prevailing illiteracy in this country. With the United States in ninth place, the significance of his statement is apparent: "After all, the futurity of a democracy rests on the intelligence of its citizenship. The question of illiteracy in the United States is a matter of deep concern."

Continuing, the speaker said:

"Scholarship means more than the ability to do or the fact of knowing. The working of a multiplication table or the accurate locating of bays and seas over the wide world is not so important as the genius born of the natural love for flowers, the trees and beasts in the forest.

"Genius" is found in the universal higher ideals, made up of skill, power and appreciation. We are a nation of doers, but the value of doing can be immensely enhanced with our ability to approve of the better things of life.

"The future of our democracy rests on the increased intelligence of the people, not only in their ability to accomplish, but also in their ability to appreciate the worth of their accomplishments."

Nicholas Ricciardi, president of the California Polytechnic School, who spoke on the boy of today and the man of tomorrow, said:

"I believe we should train boys and girls to earn a living, be morally straight, physically fit and reputable citizens," he said.

"I don't know of a sight more gratifying than to meet a boy, happy in his work, and successful in achievement."

Dr. Clark made one of the clearest presentations of the entire immigrant problem that we have ever heard. The speaker's attitude was entirely sympathetic, but he pointed out in no uncertain terms the dangers involved in unrestricted immigration, and characterized it as the greatest problem now before the United States.

In addition to the general sessions there were sections for High School, Rural Elementary and City Elementary, presided over respectively by J. B. Hughes, Miss Harriet S. Lee and Elmer L. Cave. The Kindergarten and Primary Section had as chairman Miss Rose M. Sheehan. There was a round table for commercial work, with Edward Goldberg chairman, and a conference on Vocational and Manual Training courses.

There was formed an association of Elementary School Principals, with Mr. S. P. Rob-

bins, President; H. P. Short, Vice-President; Miss Von Hatten, Secretary; Miss Henrietta Huntington, Treasurer, and three members of the Executive Committee—Miss Lillie Lagneuer, Mr. Kynock and Mr. Birch. The annual fee was fixed at 50c. Fully 100 were present, most of whom joined the association. Miss Von Hatten was appointed to represent the association as contributor to the *Sierra Educational News*.

The business meeting of the Northern Section resulted in the election of Mr. L. P. Farris, Principal High School, Marysville, as President, with Mr. H. P. Short a close second. Miss Pearle Sanderson was elected Vice-President, Mrs. Minnie R. O'Neil and Mr. J. D. Sweeney, present incumbents, as Secretary and Treasurer. To the State Council of Education there were named J. J. Cook, Sacramento High School, S. P. Robbins, S. M. Chaney, Miss Harriet Lee, James Ferguson and J. J. Finney (the latter to serve should the membership warrant six members).

On motion of Mr. Farris the association voted unanimously for a \$3.00 membership fee, to pertain in 1923. The sentiment on the part of the class room teachers, and especially those in rural districts, was strong for a \$5.00 fee, and the latter could easily have been secured could it have had advocacy from the platform or floor. The Executive Secretary, however, was authorized only to present the matter of both \$3.00 and \$5.00, without argument, and in the debate caused by raising the question as to the authority of the Secretary in presenting the proposal for the larger fee, the vote on the same was unfortunately omitted.

ADVANTAGES OF ALL-THE-YEAR SCHOOLS

1. IT would offer four quarters of 12 weeks each with a week of vacation between quarters, thus giving a minimum of four weeks' vacation to teachers and students desiring to work continually. This is twice as much vacation as ordinary business men get and four times as much as many clerks receive.

2. It would eliminate the necessity for one-fifth of our present investment in buildings to accommodate the same number of students or allow the present buildings to accommodate one fifth more without additional investment.

3. It would allow any student of good physique, and more than average ability, to cover the present school curriculum in three years instead of four.

4. It would allow teachers a sabbatical period very frequently and without extra expense

to themselves or the board of education, since by teaching four terms for two consecutive years the teachers could rest for an entire semester on the extra salary thus earned, for travel, recreation, study, or any other purpose.

5. Making the legal school year to consist of any three of the four quarters would open the fourth quarter as elective to both students or teachers. It would enable students to attend school at the most convenient season; accommodate the tourists through its much shorter periods; and, lastly, give teachers, with little expense to the board of education, the equivalent of a 10 per cent advance in salary with an opportunity for even greater advance to those who teach four quarters.—*Los Angeles School Journal*.

The following summary of the practice in the smaller cities regarding some phases of school administration, given by the United States Bureau of Education, has been made from about 520 replies to a questionnaire sent to 1047 city school systems in cities between 5000 and 30,000 population.

The Superintendent of Schools—In 262, or 51.3 per cent of 510 cities reporting, the superintendent of schools is elected for a term of only one year; in 28 for two years; in 81 for three years; in 88 for four years; in 18 for five years; in 2 for six years, and in 31 on tenure.

483, or 93.6 per cent of 516 superintendents reporting nominate teachers—228 to a teachers' committee and 255 directly to the school board. 485, or 93.9 per cent recommend textbooks.

Teachers—In 320, or 61.7 per cent of 518 cities reporting, the standard educational qualifications required for elementary teachers are four years of high school and in addition two years of normal school work. In 444, or 85.7 per cent, the standard for high school teachers is college graduation. 303 of these require some professional preparation. In 518 cities 975 teachers, or not quite two to a city, were not re-elected at the close of the school term last year. In 121 of these cities teachers are elected for a probationary period of from one to three years. In 109 of these the teachers are placed on permanent tenure after serving the probationary term satisfactorily. Teachers are elected annually in all others of the 518 cities reporting and in these during the probationary period. 382, or 73.7 per cent of the 518 cities reporting, grant teachers sick leave for from two or three days to 30 or more. 287 of these grant the sick leave on full pay.

FROM THE FIELD

DEAR EDITOR: In May last, I received an invitation to give a series of mental tests in three private schools. The test given was the Terman Group. Both scales were used, A and B, and the I Q was interpreted from the average score, using the norm which came out in April. The data by percentages are given for the three schools and a public school of which I am principal. The schools are designated as in the table, A, B, C, D. The I Q's are as follows: A means 130 or more; B, from 115 to 129; C plus, 105 to 114; C, 95 to 104; C minus, 85 to 94; D, 70 to 84; and E, an I. Q. of 69 or below.

The comparison of the private schools, tested among themselves, and with the public schools on which there is data as regards medians for the grades, affords a very interesting study. It is very evident that in the private schools tested there is a very strict selection taking place as is indicated by the above scores. The tests were given under the same conditions and by the same examiner in all cases. It is hoped that more data on this study will be available in the near future.

LEREOY HOWARD,
Mountain View, California.

Schools	A	B	C+	C	C—	D	E
21 A Boys	27.4	26.3	28.5	13.2	4.4	0	0
57 B Boys	19.2	59.6	17.5	3.7	0	0	0
43 C Boys	18.6	60.4	13.9	4.6	2.3	0	0
63 D Boys	22.2	38.0	20.6	14.2	4.7	0	0
Ideal Distribution	1.48	8.41	23.4	33.1	23.4	8.4	1.48
Oakland 8th Grade	2.4	10.9	17.5	23.8	24.2	13.5	7.5

Editor of "From the Field":

In the Citrus Union High School, Azuza, California, the Principal, in co-operation with the school's welfare, made an investigation of the comparative values of the usual study hall and supervised study plans. The figures include the grades of 1919-1920, under the former, and 1920-1921, under the latter. Results are shown in the following tables:

Supervised Study Standings
Records First Quarter 1920-1921

It will be seen that with the change of guidance, the freshmen improved 16 per cent, the sophomores 14 per cent, the juniors 10 per cent and seniors 13 per cent. It seems probable that with a continuance of the scheme, the gain will be even more marked.

FLOYD S. HAYDEN,
Azuza, California.

Study Hall Standings
Records First Quarter 1919-1920

	Grade	Fresh.	Soph.	Junior	Senior		Grade	Fresh.	Soph.	Junior	Senior
Record	A	34	30	25	55	Record	A	23	23	30	25
Marks	B	33	35	35	28	Marks	B	28	27	40	29
Total %		67	65	60	83	Total %		51	50	70	54
Below	B	14	21	21	12	Below	B	21	23	15	22
Record	C	14	12	14	2½	Record	C	13	14	10	8
Marks	D+	3	1	3	2½	Marks	D+	11	6	4	15
	D	2	1	2	½		D	4	7	1	1
Total %		33	55	40	17	Total %		49	50	30	46



EDUCATIONAL LITERATURE



KERN COUNTY FREE LIBRARY is rejoicing in the acquisition of a children's librarian of wide experience. Miss Wilhelmina Harper was head of the Children's Department of Greater New York Public Library, where she told stories to groups of children, instructed children who came by classes, in the use of the library, and visited the schools with the same ends in view. She resigned to organize the library at Brest, France, for the Y. M. C. A. Miss Harper is the compiler of two books, one entitled "Story Hour Favorites," the other "Off Duty," a book especially designed for soldiers. She began her work in Kern County September first, and it is planned that she will tell stories to the children at the larger branches, and at the schools, especially those which are most remote from the larger centers. She will select books for the home reading of boys and girls, and in all ways endeavor to bring the child and the good book closer together. A special list of twenty-five good books for children of all ages has been prepared for "Children's Book Week," Nov. 13-19, 1921, and it is hoped that many parents will begin building worth while libraries for their children in their own homes.

FOR many years Orange County has been the only county south of the Tehachapi without a county library. The Orange County Parent Teacher Association has been instrumental in getting the county library established and started. To celebrate the event and to honor their county librarian, Miss Margaret Livingston, the Fourth District Congress of Mothers of Orange County gave a luncheon at St. Anne's Inn in Santa Ana. It was attended by people from all sections of the county.

Several communities have arranged for reading rooms, and a number of schools, both elementary and high, have joined the county library. The headquarters of the county library is located in the farm adviser's office. To the casual observer it might seem an insignificant institution if judged by the space it occupies at the present time but from such small beginnings have grown nearly all of the county libraries of California.

NEARLY all the county fairs this year had county library exhibits. In Siskiyou, Trinity and Madera Counties the county librarians borrowed from the California State Library books, magazines, games, slates and other material to be used by the blind. These exhibits caused great interest on the part of seeing people and helped to carry the message to any blind people who did not know that the State Library will send reading material free of charge to any blind person; also teach any blind adults to read raised types. The two teachers of the blind are located in San Fran-

cisco and Los Angeles and carry on their instruction either through home teaching or by correspondence. The oldest student taught was ninety years of age. The collection of books for the blind in the State Library numbers over 13,000 and there are more than 1600 blind borrowers.

A NUMBER of the county libraries have outgrown their headquarters and moved into new ones this year.

E. P. Foster, prominent citizen of Ventura, gave a sixty thousand dollar library and city hall combined as headquarters for the county library, city library which is a branch of the county library, and for the city officials.

Contra Costa County Library has expanded into very commodious attractive and convenient headquarters to keep pace with its rapid growth.

Merced County Library has moved into the old high school building which has been remodeled for county library purposes and for the use of the farm adviser and horticultural commissioner.

The Merced County Library also serves the city of Merced and has charge of the Merced County Law Library.

Los Angeles County Library, the largest county library in the state, moved from the tenth floor of the Hall of Records to the first floor of what was formerly the Bancroft-Whitney Building, adjoining the Hall of Records. This property belongs to Los Angeles County.

The Plumas County Library has moved into the new county court house. Inyo County also has a new county court house where the county library is located. Tehama County has a court house nearing completion containing fine quarters for the county library. Napa County has provided enlarged rooms in the courthouse for the county library.

County libraries located in court houses have the advantage of close contact with county officials and residents of the county who visit the county seat.

San Luis Obispo County Library has moved from the Women's Club House to rooms in the business section.

MISS THELMA BRACKETT, the recently appointed county librarian of Siskiyou County, writes most enthusiastically of a three days' trip through the western part of the county. Many hours were spent on mule back over the wonderful Salmon Mountains. The trip was made with the new school superintendent, W. L. Kleaver, and his wife. As all of the elementary schools of Siskiyou County and one high school with six branches have joined the county library, the school superintendent and county librarian find joint visiting advantageous.

THE joy and the practical advantage of working together was demonstrated in a recent item from Siskiyou County. The school superintendent, the county nurse, the supervisor of physical training and the county librarian made a trip together through the northwestern part of the county. In this county of 6000 square miles where much of the county stands straight up and some parts are accessible only on the "hurricane deck of a mule," the county library circulated last year over 52,328 books, 277 periodicals and many pamphlets, pictures and music records.

CONVENTION of four! Milton J. Ferguson, State Librarian, recently received a unique invitation from Miss Laura Robson in charge of county library organizing in the Territory of Hawaii. The invitation stated: "We are planning a convention for the middle of January. Delegates will be three, including myself, and four if Kauai organizes before that time." The delegates to this miniature convention will be Miss Laura Robson, in charge of county library service on the island of Oahu; Miss Margaret Newman, county librarian of the island of Hawaii, and also librarian of the public library of Hilo; and Miss Marion Morse, county librarian of the island of Maui. All three were formerly in county libraries in California. Miss Robson had served in Glenn and Trinity Counties; Miss Newman, as assistant in Kern County Library, and Miss Morse as county librarian of both Kings and Siskiyou Counties.

Through the efforts of Miss Edna I. Allyn, librarian of the Library of Hawaii and Miss Laura Robson, formerly county librarian in the counties of Glenn and Trinity, the legislature of the Territory of Hawaii enacted county library laws for the Hawaiian Islands. Since the enactment of the law in the spring of 1921 the three islands of Oahu, Hawaii and Maui have established county libraries and each is in charge of a California County Librarian. Miss Robson is at Honolulu on the island of Oahu; Miss Margaret Newman, assistant in the Kern County Library, is at Hilo serving the people of Hawaii; Miss Marion Morse resigned her position as county librarian of Siskiyou County to do pioneer work on the island of Maui.

MISS ELEANOR S. STEPHENS, Librarian of the Yakima Public Library, Washington, is spending several months in California studying the county free library system. From the data she obtains she will write her Senior thesis for the advanced course she will take in the library school of the New York Public Library. This is being done at the request of Mr. Ernest J. Reece, principal of the library school. She has so far included in her survey the following counties: Riverside, San Diego, Los Angeles, Ventura, Santa Barbara, San Luis Obispo, Monterey, Santa Clara, Santa Cruz, San Mateo, Alameda, Contra Costa and Sacramento.

A LETTER was received recently by the California State Library written at Dunfermline, Scotland, by Robert D. Macleod, F. L. A., late of the Carnegie United Kingdom Trust, asking for practical information concerning the working out of the county library system with

the view of adapting it as far as possible to conditions in that country. On December 23, 1919, the British Parliament enacted laws making it possible for the people of Great Britain to have county libraries.

MILTON J. FERGUSON,
State Librarian, Sacramento.

Community Civics and Rural Life, and Community Civics for City Schools—Both are by Arthur W. Dunn. D. C. Heath & Company. Pages 507, 581.

"The controlling ideas around which all the subject matter of both books is organized are: the common purposes in our community life; our interdependence in attaining these common purposes; the consequent necessity for co-operation; and government as an agency by which to secure team work in attaining co-operation." So says the author in an introductory note. The motif that runs prominently through the text is characterized as being "team work through government for the achievement of common purposes." The ideal is admirably set forth; the text seems to be well constructed to express the ideal.

The author's earlier treatment of man's civic relations—"The Community and the Citizen" and "Community Civics and Rural Life," and now, "Community Civics for the City," is based upon this common thought, to fix the habit of team work in community life. The particular significance of this latest work lies in the local conditions peculiar to city life. Fundamental citizenship duties are common to both urban and rural life, but the group environment in the midst of which the sense of citizenship is to be achieved and exercised, and the incident community privileges differ in striking ways. Urbanizing a population carries with it the multiplication of the forms of social control—both restraints and co-operations. In manifold ways one's group relations become continuously more artificial. Though necessary, restrictions upon individual freedom easily become onerous, unless there is developed a habit of co-operation, the subordination of many impulses to standards of group behavior, or the translation of personal desires into the practice of a common good. The emphasis upon this aspect of citizenship training is consonant with current conceptions of the content of the term civics, and the concreting of problems for its study.

Rural schools have done less effective work in the way of civic training primarily because "the textbooks have failed to interpret citizenship and government in terms of the actual experience of their pupils." Of necessity, much the same topics are discussed for both urban and rural groups. But the illustrations by picture and incident, and the suggested chapter readings, and the problem questions and supplementary projects, not less than the text itself, are all selected for their bearing upon the rural or suburban situation. Chapters on the advantages of co-operation in country undertakings, local and state community characteristics, the home as a co-operative institution, earning a living and thrift, land and people and property, our natural resources, roads and transportation,

communication, education and health are some of the rural problems discussed.

Both books contain numerous illustrations, 300 or more, in all, beside maps, charts and tables. They comprise a compendium of information and examples, and should be easily used as a text by any citizenized teacher. For any other sort of teacher it will be only an interesting story. It is that, but it is more. Every important aspect of city and country civic life is examined, enriched by an extensive and intimate acquaintance with its group problems: along with national community relations also, with which every local inhabitant is concerned. The suggested readings at the end of each chapter are both comprehensive and choice, including not books alone, but association reports, monographs, year books, society proceedings, etc. The problems, also, set for investigation to supplement the text, are real problems, appealing to the interest of youth and full of civic meanings. It would seem to be a thoroughly useful guide in the training for citizenship. No writer on these subjects has appeared whose books show either the comprehensive grasp of the content of the term "civics," or the sensible purposes in setting it forth to make the ideas real in student life. Mr. Dunn has worked up an original conception into a thoroughly practical process; it is no empty theory, but leads youth to want to live the civic life. And this, after all, is the meaning of all worth while education, that it prompt to act out one's knowledge to achieve one's purposes. This effort to make it easy to lay the foundation of a citizenship habit pervades the books of Mr. Dunn in a distinctive way. They are *sui generis* and sensible. In both content and method they are satisfying.

Grammar and Practice—By Susan Isabel Frazee and Chauncey Wetmore Wells. The Macmillan Company. Pages 166.

The grammar of the English language has, for half a generation, been one of the vexing problems of the school. In earlier years it was taught as all other school subjects were taught, in a formal way, the knowledge to be ground out by much memorizing and mechanical drill. Its lessons were as much apart from life as was mathematics (even arithmetic), or Latin, or history. They were learned, but not expected to be used in one's daily behavior or intercourse. Nevertheless there were teachers, even in the old days, who effected that connection and gave grammar a pragmatic character. The writer is confident that no secondary school subject in his day developed a more practical or permanent bias for careful thinking and adequate expression than the old grammar. For several years now there has been a revolt and in many schools the teaching of formal (meaning systematic) grammar has been generally neglected. Let it be said, no one speaks intelligently who does not speak discriminately. Though the correct use of English may be a habit, there must have been a conscious purpose to use words with clearness and accuracy. As the authors put it, "there are just two things necessary to the mastering of anything; the first is to understand it, and the second is to practice it." The former method emphasized the first, cur-

rent methods the second. If use was neglected in that, real understanding is often ignored in this. Here lies the merit of "Grammar and Practice." There are applications, and familiar applications, on every page. The book, as characterized by the authors, is distinguished by three things: its colloquial matter, the informal method, and the number and suitableness of examples cited.

It is distinctly a grammar, and not a text on composition. Yet the provision for both oral and written use of grammatical forms is more considerable than in many books with these purposes. Consideration of the eight parts of speech covers more than 100 of the 166 pages, each studied as to kinds, forms and use; and each is illustrated by abundant interesting illustrations. The emphasis placed upon the sentence as the unit of any real speech, and the functions of its component parts is not only explicitly put, but accompanied by numerous fitting examples. An appendix of conjugations is added for reference. All in all the book represents a wholesome reaction from the hit-and-miss method of much talking and writing, with no clear standards of accurate use, and with a hope that students will absorb them through indiscriminate criticism. Correct use of English comes from much use, not only, but from an understanding use; and this text admirably associates the two.

The Horn-Ashbaugh Spelling Book—By Ernest Horn and Ernest Ashbaugh. The J. B. Lippincott Company. Pages, 105.

Teachers may find here a unique hand book for the teaching of spelling covering the eight school years. After an introduction of general directions to teachers concerning the use of the book, and accompanying the assignments for each grade, special instructions suited to the pupils, the book then consists mainly of lists of words, making up the subject matter of the course. There are two distinctive features of the book. From nine lists aggregating 700,000 running words of correspondence, was constructed one list of 4578 words comprising those most frequently used. These were distributed through the eight elementary school years; assigning to the lowest classes words occurring most frequently in primary readers, and graded as to ease in spelling; and to the remaining grades lists fitted to the pupils' maturity and the frequency with which the words appear in ordinary writing. All this is admirably, because scientifically done. The collection and grading and distribution of nearly 5000 words, and parceling them out into weekly lessons covering eight years of directed attention is a fine piece of critical work. But the merit of the book lies in the methods employed to make the mastery sure, to "put it over" for every individual, to fix the right habit of working where work is needed, upon words that are difficult for him. The assignments are all by weeks, not by days. Monday's lesson is made the basis for all the other days of the week. Each works upon the words he has found troublesome. Once a month a review is had upon the difficult words of the previous month. Individual note books are kept of all of such words. Detailed instructions are

given to pupils, as well as teachers, upon "how to study a word" for spelling: pronouncing a word, seeing it with the mind's eye, thinking the syllables, comparing the thought of the word with its spelling as seen, repeating these processes, writing without looking, then comparing it with the form seen, etc. Pupils are given opportunity and encouraged to compare the results of their mistakes with the "Standard number of Errors." This standard is taken from the Ashbaugh scale, and the records for the several grades appear at the bottom of each page for the words listed. Individual effort, individual revision, frequent comparison of personal errors with the standard of errors for the same work—these are the characteristics of the unique method of the Horn-Ashbaugh Speller. If any device can insure good spellers of all boys and girls, and fix the habit of getting acquaintance with words as one meets them and has occasion to use them, this certainly will.

The Anderson Arithmetic—By Robert F. Anderson. Silver, Burdette and Company. Book One, 274 pages; Book Two, 282 pages; Book Three, 312 pages.

The author is professor of mathematics in the State Normal School, West Chester, Pennsylvania. Book One covers the work of the first four school years, Book Two, the fifth and sixth years, and Book Three the seventh and eighth. Chapter I of the first book is evidently designed as a teacher's manual, not as a text for the children. Indeed, Chapter II, giving the course for the third grade, offers such a wealth of material in exercises, examples and problems, that it is more like a hand book of reference to relieve the teacher of extra work collecting material for assignments, than reasonable assignments for study by third grade children. The 167 exercises for the year, average, probably, 20 to 40 processes each. No child is given a chance to make his own problems; with few exceptions, at least, they are made for him. The problems, even, are for the most part general; few, only, of them being taken from the local community. The exercises are good, carefully graded, and afford opportunity for abundant drill. They are reasonable ones and comprehensive of all the fundamental processes. Time, weather conditions, the various measures, the square and the rectangle, shopping, marketing and other interests furnish much material for them.

It may fairly be questioned, however, whether all of the number work for children of the first three school years certainly should not be mental. Clear vision of the fundamental processes and results is more important than a knowledge of symbols. Indeed, for the child dealing with small numbers, the constant use of symbols tends to dull the mind's apprehension of number relations.

For the fourth grade, to a review and extension of the use of the four fundamental processes, are added fractions, money and simple trade customs, and an excellent section on measures, including surfaces, solids, drawing to scale, etc. Book Three is probably the best book of the series. Part II, for the seventh grade, introduces the use of letters as numbers, percentage, with its three problems, the simple elements

of constructive geometry, the arithmetic of projects, the basis of land location, etc. For the eighth year are included a study of banking and bank papers and business customs, investments, taxes and insurance, an extension of "measures," including house design and construction, gas, electrical energy, temperature, food and fuel values and the metric system. Book Three should be an excellent text for not only the usual course in the upper grades, but for vocational and industrial classes, continuation schools and Americanization work. As, however, the average child received less than seven years of schooling, Book Two must be depended on for the bulk of his instruction, and, for the most part, the material is well chosen. For such youth much of the more practical parts of Book Three might be used with profit. The entire series shows an astonishing amount of care in collecting, grading and assembling the material, for so long a course—eight years.

Advanced Dictation and Secretarial Training—By Charles G. Reigner. The H. M. Rowe Company. Pages 382.

The type-written letter from dictation has become so common in modern business and organization life that one might as reasonably expect society to do without the telephone or the current system of banking as without the stenographic report typed for use. Any considerable business finds it a necessity. It gives directness and permanency to correspondence and is conventionally fitted to the speed and need of accuracy in industrial correspondence. The secretarial aspect has been greatly enlarged along with the technical requirements of specialized industries. The secretary, more and more, becomes a confidential representative of the official served. There is, therefore, need of intelligent, alert, and industrially-minded men and women interested in the goings of the office, and so skilled as to aid, rather than hinder, the business in hand. This text is, as the title implies, a system of advanced study, and assumes a preparatory training, such as was presented in the author's "Dictation Course in Business Literature." Instruction is given on 19 trades, each prefaced by a list of the technical terms used and their meanings, and accompanied by selected correspondence typical of the business represented; together with office training assignments for the student's critical study. The references throughout are to authoritative and standard business forms and policies. In an appendix are given the stenographic forms of the several technical terms prefacing the various occupations. A summary list of the qualities of a successful stenographer, such as is here described, is given, in terms that every stenographer must know and realize.

R. G. B.

N. E. A. at Boston, July next.

Department of Superintendence at Chicago, February 27-March 4, 1922.



Both are Sothorn and Marlowe

When you hear the Sothorn-Marlowe Victor Records you hear the true expression of the art that has enthralled America and England, precisely as they have given it to thousands of their delighted audiences.

Incomparable Victor recordings now make that mastery of art the world's heritage forever. The Edwin Booths and Coquelins are now mere traditions. The work of these great artists of to-day will *live* always,—matchless models of interpretation for Teachers and Students of English Literature, the Drama, and Elocution; Shakespeare and Literary Clubs; Lawyers, Judges and all persons interested in the Cultural Arts.

Sothorn and Marlowe Records

Announced to date:

		List Price
Romeo and Juliet—Balcony Scene—Part I	74662	\$1.75
Romeo and Juliet—Balcony Scene—Part II	74663	1.75
The Merchant of Venice—(1) Shylock's Speech (2) The Mercy Speech	74673	1.75
Julius Caesar—Antony's Oration—Part I	74699	1.75
Julius Caesar—Antony's Oration—Part II	74700	1.75

Other selections to be announced soon



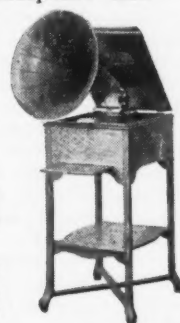
"HIS MASTER'S VOICE"

This trademark and the trademarked word "Victrola" identify all our products. Look under the lid! Look on the label! VICTOR TALKING MACHINE CO. Camden, N. J.

Have you a copy of "The Victrola in Correlation with English and American Literature?" It is yours for the asking.

For further information, consult any dealer in Victor products, or

Educational Department
Victor Talking Machine Co.
Camden, New Jersey



Victrola XXV
especially
manufactured for
School use

Finish, golden oak, waxed.
This is the instrument that is used in thousands of schools. Many years' experience has proved it is the instrument best adapted for all-round school use.
When the Victrola is not in use, the horn can be placed under the instrument safe and secure from danger, and the cabinet can be locked to protect it from dust and promiscuous use by irresponsible people.

Say you saw it in the Sierra Educational News

NOTES AND COMMENT

It should not escape the notice of educators of every rank that the Chamber of Commerce of the United States has created a Bureau of Education, "American business," which it is affirmed "is vitally interested in a system of education which will develop in every citizen maximum individual efficiency and service to society."

From statistics furnished by the National Chamber of Commerce (Education Service) it is shown that, since 1870, while the population of the United States has increased 170 per cent, the wealth has increased 576 per cent, the school enrollment has increased but 164 per cent. In high school attendance, the increase has been 473 per cent, and in colleges and universities, 677 per cent. Since 1910, next to the increase in national wealth, the growth of high schools has been most noticeable, 181 and 165 per cent respectively. Two conclusions stand out clearly: the schools are holding more youth and for a longer time, and the ability of the public to support schools has far outstripped its expenditures for this purpose.

Members of teachers' organizations in San Francisco are conducting a quiet but persistent campaign for a larger representation in the State and National educational associations. "Of 38 delegates from California, I was the only representative," says Mrs. Emma L. Dacre, President of the San Francisco Grade Teachers' Association, "from the most important city of the State." Three other cities had from two to thirteen delegates each at the Des Moines meeting. All power to Mrs. Dacre's plea. Several important cities were not represented at all. The new delegate system should stimulate every important educational center, and the several counties to organize and send delegates to the N. E. A. and exercise their privilege of a voice in the management.

"The grade Association has set a goal of 1000 N. E. A. memberships in San Francisco this year," says Miss Mary F. Mooney, State Director for California. Along with this movement, of course, should go 2000 memberships in the city for the C. T. A. Both are worth to the teachers many times the cost of both. This increase of enrollment would mean an access of power and direction in the affairs of the state association and an enlargement of the professional life. The 100 per cent interest in each would be an influence for good to both schools and the general public.

Dr. Guy Potter Benton, former President of an Ohio College, and later President of the University of Vermont, and with Federal service abroad, during and after the war, has been elected President of the University of the Philippines at a salary of \$15,000, with perquisites of \$1500.

The California Blue Bulletin, published, heretofore, quarterly by the State Department of Education, has been a storehouse of information and stimulus to teachers and school officers. It can only be regretted that its issue is to be discontinued. Occasional bulletins, giving official information, are to be substituted. It is to be hoped that the usefulness of the varied and important matter furnished by the now familiar "blue book" may not be lessened by the change. The commissioners, the superintendent and the occasional reflections of the board members rendered a real service to the schools. Let us hope the coming bulletins may be as suggestive and more frequent.

As a result of the vision of a great railroad president the Santa Fe system conducts a score of schools for the children of employees, with an attendance of more than 500 boys. The main center is at Topeka, Kansas. Beside occupational engagements, the instruction includes mechanical drawing, business letter writing, arithmetic, spelling, mechanics, physics and a course in practical civics. Many public schools now do all this and more. But schools of the kind are too few.

Victrolas in the Schools

We will gladly demonstrate the Victrola in any school. Phone, write or call at any of our stores.

Special School Model, \$115.00
Other Models, \$25.00 to \$430.00

Easy Terms

Sherman, Clay & Co.

PIANOS

Kearny and Sutter Sts. San Francisco
Fourteenth and Clay Sts. Oakland
Ninth and J Sts. Sacramento
325 E. Main St. Stockton
J and Merced Sts. Fresno
190-192 South First St. San Jose
Sixth and Morrison Sts. Portland
Third Avenue at Pine. Seattle
928-930 Broadway Tacoma
808-810 Sprague Ave. Spokane

PIANOLAS

Recent High School Books of Exceptional Merit

Elson's Modern Times and the Living Past

By HENRY W. ELSON, A. M., Litt. D., President of Thiel College, Greenville, Pa., Formerly Professor of History, Ohio University, Athens, Ohio.

Richly illustrated

765 Pages

A NEW book which provides for secondary schools a one-year course in Modern World History. It gives a remarkably vivid and well-proportioned view of the great march of human events.

The strong and impressive character of this book is due to a number of positive qualities. Some of these are its fairness of judgment; its temperate and just statements; its fresh, vivid, entertaining style; its comprehensiveness, its omission of wearisome details; its proportion and its stimulating perspective.

Finch's Everyday Civics---Community, State and Nation

By CHARLES EDGAR FINCH, Director of High School Grades and Citizenship, Rochester, N. Y.

THIS book presents definite training for citizenship by bringing the subject within the everyday life of boys and girls. The activities of the class organized as a club are used as a basis for the teaching. Special emphasis is placed on the Federal Constitution. Each chapter begins with a topic for study in the form of a problem and closes with an illuminating sentence summary and questions for investigation, discussion, and action. A spirit of patriotic Americanism permeates the book.

American Book Company

121 SECOND ST., SAN FRANCISCO

New York

Cincinnati

Chicago

Boston

Atlanta

Say you saw it in the Sierra Educational News

Unionized labor, in California, is to have a real university. Its purpose is proclaimed to be: "To establish, maintain and conduct an institution of learning for the teaching of courses of study of collegiate and secondary grade leading to appropriate credits, degrees and honors, and to grant such literary honors and degrees as are usually granted by any university, college or seminary of learning in the United States." On the board of trustees no one shall be eligible who is not "a member in good standing of a bona-fide organization of workers." The movement was initiated by the Sacramento Federated Trades Council. The chairman of the education committee, and presumably head of the institution, is John L. R. Marsh.

Apropos of the opening of the Labor College in San Francisco, there are reported 24 such enterprises in the United States. They enroll about 5000 students and offer curricula including English speech and composition, economics, elementary law, industrial hygiene, natural science, health, music, art, etc. There has been recently organized, also "The Workers' Educational Bureau of America." Its function is to gather information of the results of such educational experiments and distribute it among the institutions; to provide a registration bureau of teachers in schools, and to select suitable textbooks and courses of study. In a few instances the Unions co-operate with the local schools, as in Chicago and Cleveland; or with special institutions, as in Amherst and Bryn Mawr. This latter plan would seem to offer superior advantages in the way of laboratory, library and other equipment and institutional management to anything the colleges can themselves afford.

L. U. Kinder, general manager of the National Wood Renovating Company, and **L. K. Wiles,** a director of the company, recently made a visit of inspection to their Oakland branch. Their Pacific Coast business has so grown that they have decided to establish in Oakland a complete factory. The main office of the company is in Kansas City, with branches in Oakland, Indianapolis and Minneapolis. The Oakland branch, in charge of **M. G. Reeves,** was established about a year ago. Oakland will become the home of the Pacific Coast division of the company with branches in Los Angeles and Seattle. Mr. Reeves will continue in charge of the Pacific Coast territory and of the new Oakland factory. The company deals largely in school supplies and specializes in the renovation and refinishing of school furniture by what is known as the "Casmire Process."

The annual meeting of the National Society for Vocational Education will be held in Kansas City, Mo., January 5-7, 1922. Among the delegates from California will be **B. W. Johnson,** now connected with the schools of California. There will be made an exhibit of plans and specifications of buildings used for vocational school purposes.

A Short Bibliography on Americanization and Patriotism

::

Bemis and others—Patriotic Reader for the 7th grade and for Junior High Schools.

Borst, Sara C. B.—I Am an American.

Cabot, Ella L.—A Course in Citizenship.

Foerster & Pierson—American Ideals.

Hill, Mabel and Davis, P.—Civics for New Americans.

Mahoney & Herlihy—First Steps in Americanization.

Stevenson—Poems of American History.

Stevenson, Augusta—Dramatized Scenes from American History.

Tappan, E. M.—Little Book of the Flag.

Webster, H. H.—Americanization and Citizenship.

::

Houghton Mifflin Company

612 Howard Street, San Francisco

New Winston Books

HISTORY: OUR BEGINNINGS IN
EUROPE AND AMERICA
Sixth Grade

HISTORY: THE MAKING OF OUR
COUNTRY
Seventh and Eighth Grades

CIVICS: OUR COMMUNITY.

CIVICS: OUR NEIGHBORHOOD

WINSTON SIMPLIFIED
DICTIONARY

and Primary Edition of Same

Apply

W. Cairns Harper

Pacific Coast Representative

Care California School Book Depository

571 Market St.

San Francisco

DRILL-DRILL-DRILL

That's what's needed to fix in the mind of the average boy or girl the few fundamental facts so necessary for even a fair understanding of most high school subjects.

DRILL-DRILL-DRILL

Most teachers give a lot of just that kind of medicine collected at the expense of midnight oil. Hours are spent searching for appropriate exercises to be copied on the board by the teacher and in turn copied in notebooks by the pupils at a great expense of time, notebooks, patience, etc.

DRILL-DRILL-DRILL

That's just what is given your pupils in **ENGLISH—SHORT-HAND—BUSINESS PRACTICE** and **RAPID CALCULATION** who use the pads—

	List Price
Davis: Practical Exercises in English	.56
Hall and Cunningham: Shorthand Dictation Exercises	.84
Cowan and Loker: Exercises in Business Practice	.56
Powers and Loker: Practical Exercises in Rapid Calculation	.56

COST-COST-COST

The net cost of these tablets is little more than would be the cost of a like amount of blank paper—so that if the time of your teachers and pupils is worth anything much can be saved by using these **EXERCISES**. They are especially helpful in handling "part-time" classes.

Los Angeles has recently ordered over seven thousand (7000) copies—

Seattle has just placed an order for seventeen hundred (1700) copies—

Write for sample pages.

GINN & COMPANY, Publishers

20 Second Street

San Francisco, California

Heald's Business Colleges, located in San Francisco, Oakland, Sacramento and San Jose, are filling a real need both in education and in business. The student can get exactly the work needed to fit himself in the shortest possible time for almost any phase of commercial life. The full Commercial Course, the Business Course, the Stenographic Course and the Private Secretarial Course are the main courses offered. The leaders of the four schools have kept in such close touch with the trend of modern business practice that the work given as nearly meets the requirements of the business man as any preparation could. As the work is largely individual, each student's progress depends very much on ability and application.

A visit to the Heald College in San Francisco is full of interest. The school is really international in its enrollment. Every year many students come from Central and South America to secure Heald training for use in their home countries. In this way the San Francisco College has done much to bring about better trade relations between California and the Spanish-American nations.

The visitor is impressed with the earnestness of students. The penmanship is unusually good and reminds one of the writing of twenty years ago. The office training with its many departments brings the student into the closest possible touch with real business life. One of the most interesting places is the big book-keeping room, filled with dozens of students, each wrestling with his own individual problem. The enrollment in the night school of the San Francisco College is about the same as in the day school. Here hundreds of young men and women with many of maturer years are seen on individual work, each preparing for higher positions at better salaries. All the Heald Colleges are open throughout the year. Students may enroll at any time.

Dr. Rufus Bernard von Kleinsmid, President of the University of Arizona, succeeds Dr. G. F. Bovard as President of the University of Southern California at Los Angeles.

Dr. von Kleinsmid has, during his administration at Tucson, brought the enrollment of that University to practically four times its former size. The institution now has the attention of educational leaders in every state in the Union. He is a scholar, an administrator, an organizer, an orator, a leader. As a man, he has a personality forceful and winning. We welcome him to California.

Our readers will recall with pleasure the recent article by Dr. Burk on the Pan-Pacific Educational Conference held in Honolulu during August. Now comes the official report of 250 pages, giving program and proceedings. The fifty or more addresses constitute a comprehensive history of education in the dozen countries represented, and not a little real educational philosophy and national civics added. Dr. F. F. Bunker, the new Secretary, may be expected to do a great work in the rich field to which he has gone.

High School Certificate By Examination

The State Board of Education issues a H. S. credential on examination entitling the holder to teach in Senior or Junior High Schools, or grades.

The next examination will be held next June.

To be eligible a teacher must have had seventeen months of successful teaching.

The Los Angeles Coaching School has inaugurated a class to prepare teachers for this examination under the direction of A. A. Macurda, formerly of the So. Branch of U. of Cal. and deputy Supt. of San Francisco Schools. This class will meet twice a week, from 5 to 6 o'clock Wednesday evening and from 9 to 11 Saturday morning beginning Wednesday, Nov. 2.

This work may be done by correspondence.



730 South Grand Ave.
Los Angeles, Calif.

A Right Merrie Christmas

and

A Happie New Year

To You One and All



MILTON BRADLEY CO.

20 Second Street, San Francisco

Hayes's **AMERICAN DEMOCRACY** *Its History and Problems*

Is Now Ready for Distribution

Too often the course in citizenship has been merely a dry description of governmental institutions.

AMERICAN DEMOCRACY goes behind the machinery of government and deals with the living ideals which have shaped our institutions.

HENRY HOLT and COMPANY
 571 Market Street San Francisco

"The Old Order Changeth Yielding Place to New"

The day for modernizing our curriculum is here!

Effective Expression

is a distinctive course in composition and rhetoric written by Charles Elbert Rhodes, Assistant Principal, Lafayette High School, Buffalo, New York.

**Dr. John Duncan Spaeth,
 Professor of English, Princeton University**

In reviewing Effective Expression says:

"A textbook that does not read like a textbook. . . . There is a freshness in the treatment of old material, and a richness of new material in illustration of old principles that makes the book interesting reading to any lover of good English. . . . In turning over the pages one receives the impression that every chapter represents the ripened fruits of years of experience in handling the problems of composition."

532 pages, attractively bound in cloth; list price \$1.60

The Gregg Publishing Company
 Phelan Building San Francisco, Calif.
 Other offices in New York, Chicago, Boston and London

Say you saw it in the Sierra Educational News

The following well-known California experts on the subject of Geography have accepted the responsibility of deciding who are to be the winners of the prizes offered by Ginn & Company, publishers of the Frye-Atwood Geographies, for the best essays of not over one thousand (1000) words on "The Importance of Emphasizing the Subject of Geography in Our Schools of Today": Professor R. S. Holway, Professor of Physical Geography, University of California, Berkeley; Miss Myrta Lisle McClellan, Acting Head of the Department of Geography, University of California, Southern Branch, Los Angeles; Mr. Harr Wagner, Editor of the Western Journal of Education and author of Textbooks on History and Geography. All essays must be in the hands of the publishers, Ginn & Company, 20 Second street, San Francisco, before December 1st. The name of the writer should not appear on the manuscript but in a sealed envelope accompanying the article giving the name and home address, with the grade of the writer, also the name of his or her teacher of geography. Prizes will be awarded as follows: \$50, first prize; \$25, second prize; \$15, third prize; \$10, fourth prize. Prizes will be awarded before Christmas. For further particulars, if desired, address Ginn & Company, Publishers, 20 Second street, San Francisco, California.

The University of California, through its extension division, possesses a fairly complete collection of stereopticon slides and motion picture films, which are loaned to schools and churches, lecture committees and entertainment societies. It is making an average of 400 bookings a month. Hundreds of churches are equipped for the use of motion pictures, and many schools. They are used, not only for entertainment, but for instruction in both public and day schools. For information write to Edward Mayer, 301 California Hall, University of California, Berkeley.

The life and services of the school head of the fourth largest city of the country is a matter of more than local concern. Superintendent Frank W. Thompson of Boston, Mass., died suddenly early in November. He had a long and useful career in the Boston schools. In his last public utterance he is reported to have said: "Teaching is not drudgery to the educational pioneer. Teaching is like painting on a great canvas, where the picture that burns in the soul can be translated. The teacher has the canvas, he has the colors, he has the brush, and, best of all, he has the vision of beauty that he would portray to the world."

Toy money is recommended for use in the schools of California in connection with the new state arithmetic text book. Milton Bradley Company, 20 Second street, San Francisco, have on sale a complete assortment in boxes of educational toy money, the box containing one thousand pieces ranging from one cent to twenty dollars. Write for Box No. 8050. The price per box, postpaid, is \$1.25.

GOLD MEDAL CRAYONS

"Crayola" Crayons For Class Room Cheer

The Christmas season suggests seat work exercise in which color should play a part. Give your pupils a box of "Crayola," and their interest in the day's drawing is assured.

To give your classroom added cheer introduce Christmas colors on the blackboard. Use some red or green in written work or in borders. **Lecturers Crayons** are excellent for the purpose.

Let us send you a brochure on blackboard drawing, and a list of our

"Gold Medal Crayons
For Every Use"

BINNEY & SMITH CO.
81-83 Fulton Street
New York City



For Every Use

Say you saw it in the Sierra Educational News

WELLS' OUTLINE OF HISTORY

New Revised One Volume Edition

1200 pages, securely bound, fully illustrated, price \$5.00

This edition contains all the illustrations found in the original volumes, and all the material except a chapter on climate and minor sections of uncertain or debatable educational value. The paper is thin enough so that the book is not too bulky, yet heavy enough to take the illustrations and print clearly. No school can afford to be without at least one copy in the library. In fact, every high school class should have several copies available for ready reference.

Two Volume Edition, \$10.50

BRYCE'S MODERN DEMOCRACIES

Two large octavo volumes in large clear type,
1200 pages, \$10.50.

This work promises to be of even greater interest and usefulness than the "American Commonwealth."

THE MACMILLAN COMPANY

609 Mission Street

:::

San Francisco

SUTHERLAND NUMBER CARDS

A Set of Fifty Cards for Teaching
Number Combinations

Addition and Subtraction Combinations 4 to 18. Multiplication and Division thru table of 9's. Review cards in the set help in placing pupils at the precise processes on which they are weak.

Pupils can proceed without the teacher from process to process.

SELF-CORRECTIVE

Not a teaching but a learning card. They will save you time and energy. They will save the pupil time and energy. Used in Adjustment Rooms of Los Angeles.

Send \$2.05 to

Mrs. Laura H. Morrow

1350 W. Fourth St., Los Angeles, Cal.

Say you saw it in the Sierra Educational News

At the recent meeting of the C. T. A., Northern Section, there was organized the Elementary Principals' Association, with 67 charter members representing nearly 40 school systems. Sacramento has a 100 per cent membership. The Central Coast Section, Los Angeles County and City, Oakland and San Diego have similar organizations. It is a promising movement of the principals of elementary schools to organize for a study of the particular problems of grade school instruction. Mr. S. P. Robbins of Chico is president of this new association, and Miss Emma A. Von Hatten of Sacramento, secretary.

It is difficult to secure maps showing the boundary lines established in Europe since the World War. A new compact atlas of the world, in booklet form, showing the old and the new boundaries, will be sent free on request by Eberhard Faber, 37 Greenpoint avenue, Brooklyn, New York.

Of 520 cities between 5000 and 30,000 population reporting to the U. S. Bureau of Education, 245, or 47 per cent, maintain junior high schools, though 65 only include all three grades, 7, 8, 9.

It is reported that the attendance at the seven teachers' colleges in California has almost doubled since last year: Chico 66 per cent; Fresno, 65 per cent; Humboldt, 96 per cent; San Diego, 108 per cent; San Francisco, 88.7 per cent; San Jose, 113 per cent; Santa Barbara, 60 per cent.

An intelligence survey of all the school children of Modoc County, California, has been undertaken by the County Superintendent of Schools, Mrs. Nettie B. Harris, and her teachers. The survey is under the direction of Professor J. V. Breitwieser of the Department of Education of the University of California. Frederick J. Adams, a graduate student, is doing the field work. The data is to be used in regrading the students, to give vocational and educational advice, and to aid the teachers dealing with the peculiarities of their pupils. Since this survey covers rural schools and will measure children in a typical rural community it will be valuable for comparing with city students for whom much more data are available.

The Stanley Rule and Level Plant of The Stanley Works, New Britain, Connecticut, has arranged to sell sets, boxes and cabinets of Stanley tools. Each assortment is sold in a practical, strong and handsome looking cabinet or box. The various assortments contain from six to fifty tools each with list prices ranging from \$7.50 to \$95.00. Literature, showing the various assortments and describing the tools, will be sent on request.

The Redwood Film Corporation, recently organized, is interesting itself in the production of films for educational purposes. The company has rights to pictures used in churches, schools, colleges, etc., and promises to be able soon to furnish all institutions applying.

In its own Program of Growth the Bank of Italy has con- sidered Education

In 400 California schools,
the teachers are acquaint-
ed with the constructive
way in which the Bank
of Italy is teaching thrift.

Bank of Italy

Savings—Commercial—Trust

Head Office San Francisco

Visit our Women's
Banking Department

Write for our booklet "Banking by Mail"



This No. 048, the Falcon, has the largest sale of any pen in the world for it meets a host of needs, is easily held, writes smoothly and is unusually well fitted for any service.

Most Popular Pen in the World

What the world wants in pens is, after all, just a smooth writing, long lived product that carries its ink, gives an even running stroke and yet with all of this has a point just suited to the particular need. That is the reason for the twelve most popular pens in the world—all Esterbrooks. Each has the general characteristics and then in addition a type of line and ink flow suited to the needs of a world of users. Choose from the dealers' display case, order by number for safety's sake and buy by the box—it will pay you.

THE ESTERBROOK PEN
MANUFACTURING CO.

86-100 Delaware Ave.
Camden, N. J.

Canadian Agents:
Brown Bros., Ltd.
Toronto, Canada

Esterbrook PENS

EBERHARD FABER

*School Pencils • Penholders
Erasers*

Write for illustrated circular

Address us at

37 Greenpoint Ave., Brooklyn, N. Y.

EBERHARD FABER

"The Oldest Pencil Factory in America"

NEW YORK



**Who will pay your doctor, your nurse
and your board bill when you are sick?**

*Now is the time to think about it. Winter is here,
with its colds, chills and fevers, its la grippe and
pneumonia, its tonsilitis and other afflictions—
also its long list of Accident possibilities.*

A Few Cents a Day, Keeps Danger Away

The Teachers Casualty Underwriters is the only institution of its kind in the world. It is the National organization of Teachers for Teachers. It was projected and organized, and is now conducted by people who have had a long experience in teaching. It is the one protective agency of the profession.

Thousands of teachers, by enrolling in the T. C. U., have realized **peace of mind and certainty of income.** You are equally entitled to this protection. Send your name and address for complete information as to what the T. C. U. will do for you.

Teachers Casualty Underwriters
456 T. C. U. Building, Lincoln, Nebraska

To the T. C. U., 456 T. C. U. Bldg.,
Lincoln, Nebr.

Please send me information
about your Protective Benefits.

Name

Address

Say you saw it in the Sierra Educational News

Fifty-one schools in the Pacific Division of American Red Cross give courses in Home Hygiene and care of the sick, for which academic credit is granted. Of these, the high schools of 37 cities, beside the state university, Sacred Heart Academy and Occidental College are in California. They are well distributed over the State, about equally located in north and south.

The New Year's card reproduced in color on the back cover page of this issue is typical of the work done by students in the Graphic Design Class of the California School of Arts and Crafts, Berkeley. This card is one of dozens of original designs that have been worked out by students of the school. These cards have been printed by the press of the school and are for sale by the Students' Supply Shop. Profits from these sales go into the library fund of the school.

Three additional schools in Oakland have opened Students' Savings Banks: Fremont, Technical and Oakland Evening High School. The success of a similar bank in the Oakland High School doubtless encouraged this new venture. Students in this older school banked, it is said, \$20,000 during the last school year. The undertaking at the Oakland Evening High School is thought to be the first attempt of the kind.

Of the ten schools in Mono County, it was reported that but four teachers were available on the day of opening. Yet different boards were offering salaries of \$120 to \$140 per month.

November 13-19 was Children's Book Week. This is a celebration held nationally, under the direction of the National Children's Book Week Committee of New York, and sponsored by the General Federation of Women's Clubs, the American Library Association, the Boy Scouts of America and other philanthropic and civic and educational organizations. This year the motion picture screen was employed to assist, and 7000 theaters exhibited screen productions based on famous children's books. The purpose, as is known, is to encourage the interest in, and the habit of reading good, wholesome books.

The Sonoma Valley high school, at Healdsburg, will have for the new \$115,000 building more than 20 acres of ground. The bonds have been voted and the construction ordered.

Superintendent L. E. Chenoweth, of the Kern County, California, schools, has made a most commendable order on school fire protection. Reports are called for from each school, even the kindergartens, on what was done on Fire Prevention Day, giving number and grade rank of pupils, time required to empty the room upon signal, kinds of fire extinguishers owned by the school, etc. There is given, also, in Bulletin No. 2, a suggestive program for the day's observance.

SPENCER MICROSCOPES

are the

ACCEPTED
STANDARD

of the
SCHOOLS and
COLLEGES of
AMERICA

It isn't only their accuracy and utility. It's something in the finish, even more in the design, but in addition to all these, it is those little things—clever little devices, which accomplish the same end but in a better way—exactly the way that the laboratory worker wants them, and here are the distinctive features of Spencer Instruments, made distinctive because our designers, experienced laboratory workers, possess the laboratory view point.



SPENCER LENS CO.

Manufacturers:



Microscopes
Microtomes
Delineoscopes
BUFFALO
N. Y.



Why did a Superintendent say recently:

**"WEBSTER'S
NEW INTERNATIONAL
DICTIONARY**

*is as deserving of an annual
salary as the teacher?"*

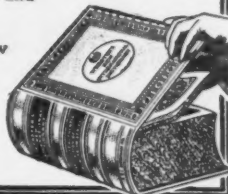
Because this foundation book in the school-room performs actual service. Successful teachers well know the help this "Supreme Authority" is in history, geography, language, and civic classes, not to mention its necessity in work on synonyms, pronunciation, new words, etc. It is a universal question answerer, equivalent in type matter to a 15-volume encyclopedia.

400,000 Vocabulary Terms, including hundreds of New Words. 30,000 Geographical Subjects. 12,000 Biographical Entries. 6,000 Illustrations and 2,700 Pages.

Why not suggest to your superintendent that a copy of the New International be supplied for your school?

Write for Specimen Pages of Regular and India-Paper Editions, Prices, etc.

G. & C. MERRIAM CO.
Springfield, Massachusetts



Say you saw it in the Sierra Educational News



SCHOOLS^{AND} COLLEGES



Your Students---

will find a Heald Business Training of very real value. The knowledge of Business Principles a Heald Training will give them will be a powerful factor in their advancement, now, and in years to come



Day or Night Classes

Individual Instruction

HEALD'S BUSINESS COLLEGE

San Francisco

Oakland

Sacramento

San Jose

Miss Barnard's Kindergarten Normal School

(STATE ACCREDITED)

Personal Interview Required
Completion of two years' University
work essential

2748 Ashby Avenue Phone Berkeley 9189

INSTITUTE OF MUSIC of San Francisco

Faculty of Twenty Artist Teachers
All Branches of Musical Art
For Catalog and Information Address
ARTHUR CONRAD, Director
Kohler & Chase Bldg.
26 O'Farrell St., San Francisco

CALIFORNIA SCHOOL OF FINE ARTS

Affiliated College of the University of California. Cor. California and Mason Sts., San Francisco. Lee F. Randolph, Director.

Thorough courses in Drawing, Painting, Sculpture, Design, Crafts, Commercial Art and other branches of study. Illustrated catalog mailed on request.

A Practical Education Pays in Dollars and Sense

Write for our "Book of School Information"

STOCKTON COLLEGE OF COMMERCE
Stockton, California

Say you saw it in the Sierra Educational News

A John Dewey school has been opened in Berkeley, under the management of Mrs. Paul Eliel. It is distinctly a "project" school. It is modeled after the famous Lincoln school connected with Columbia University, New York. It is the second one of its kind in California, and the latest one of perhaps a dozen throughout the United States. Dayton's "progressive" school is, perhaps, next to the older Lincoln school, the best known. The Berkeley venture is described as "a co-operative effort in progressive education." Mothers, as well as 35 children are pupils in the school, and regular weekly classes are held for the former to educate them in correct child raising. Much, indeed most, of the work is carried on outdoors. There are few infractions of rules, as there are no rules except the common standards of decency and consideration. But for such offenses as do occur the children are called into conference for treatment of the offender. In the effort at "citizen-making" which, Mrs. Eliel declares, is the real object of the school, the really important factors are the ability to form independent judgments and to reason clearly, and these, she is persuaded can not be gained through the enforcing of discipline by outside authority. Much freedom of activity and choice of "projects" is permitted, leading to progress through individual effort. There are a dozen or more sponsors of the school, though it has attracted the interest of educators chiefly about the Bay, as the movement is yet new.

Speaking of the small fees which teachers are called upon to pay as association dues, an Illinois coal miner recently expressed surprise and said he did not understand how "so much could be done" on so limited income, and added that his "organization dues were \$25 to \$30 a year." The lesson is obvious.

The booklet, "Ways to Raise Money for a School Piano," will be sent on request by Messner Piano Company, 228 Third street, Milwaukee, Wis. The booklet gives many interesting plans that can be carried out in any school.

A graded list of books for children in elementary and junior high schools, constitutes the report of the Elementary School Committee of the N. E. A. Library Department, for 1921. It will be printed by the American Library Association, Chicago, (at the request of the N. E. A. Library Department), if sufficient interest is expressed to justify the expense.

The list is annotated and includes approximately 1000 titles arranged in three groups: (a) picture books and easy reading books for children in grades 1 to 3; (b) books for 4th, 5th and 6th grade children; (c) books for 7th, 8th and 9th grade pupils. If printed with subject and title index, it will make a book of about 224 pages which will sell for perhaps \$1.50 or \$2.00.

The compilers were Annie S. Cutter, supervisor of school libraries, Cleveland; Jasmine Britton, Library Division, Los Angeles Board of Education; Nina Brotherton, principal Car-

New Entertainments (Good Ones)

are listed in our Help-U Catalog of Plays, Drills, Songs, Minstrel Material, Monologs, Speakers, Operettas, etc. Sent free.

Get these new titles:
 Ten Good Christmas Pantomimes.....40c
 Merry Rhymes for Little Folks Times.....40c
 Let's Get Acquainted (Community Play) 35c
 Help-U Dialog and Recitation Book.....40c

THE ELDRIDGE ENTERTAINMENT
HOUSE

944 So. Logan St., Denver, Colorado
 Also Franklin, Ohio

FILM TEXTS

The Next Step in Education

WE HAVE READY FOR YOUR USE:

(1) A Civics Film Text composed of thirteen Film Lessons—seven on "Civics in the Home"—six on "Civics at the School."

(2) A Film Text on Gardening, composed of five film lessons.

These texts made for boys and girls, founded on accepted pedagogical principles, place before the pupils in the language of motion pictures the important content of the subject portrayed. Extended use is made of the teaching power in motion, personality, narration, dramatic and educational interest.

The film lesson is a powerful teaching tool, the "seven-league boots" of the school room.

Write for a free copy of the Teacher's Manual on civic teaching, which accompanies each film lesson.

C. A. Stebbins

111 Golden Gate Ave., San Francisco

PRANG

WATER COLORS

and

CRAYONS

Scientifically Manufactured



Write for
our new
School
Materials
Catalog



THE
AMERICAN CRAYON
... COMPANY ...

SANDUSKY · OHIO NEW YORK

Say you saw it in the Sierra Educational News

The H. M. ROWE COMPANY

SAN FRANCISCO

BALTIMORE

CHICAGO

Publishers of the well known series of Commercial Tests for Stenographic, Secretarial, Accounting and Commercial Courses to meet the requirements of any school.
Conducts the Rowe School for teachers and general training.

MONADNOCK BUILDING

SAN FRANCISCO

DIPLOMAS

WITH LEATHER COVERS—IN ALL SIZES

PACIFIC ENGRAVING CO.

316 West Pico Street

Los Angeles

SPENCER RHYTHMICAL PENMANSHIP BOOKS

On California High School list and many County Supplementary lists.

Ask your County Free Library for the books.

Spencer Rhythmical Penmanship Pedagogy (Letter Songs)
Students' Edition (Elementary)
Students' Edition (High School)
Trains Grade and Special Penmanship Teachers and Supervisors

Penmanship and Spelling Correlated (Teachers' Manual)
Script Word Building Cards
Script Wall Charts
Trains Institute Lecturers
Outlined Correspondence Course

Supervisors' and Teachers' School of Rhythmical Penmanship,
232 South Hill St. :: Los Angeles, Cal.

Order Christmas pictures now. 25 for 50 cts. Each $5\frac{1}{2} \times 8$.
30 small size, $3 \times 3\frac{1}{2}$, for 30 cts.

The Perry Pictures

are one of the greatest helps for teachers ever devised.

Once used their value can never be overlooked.

Reproductions of the World's Great Paintings

One Cent Size. $3 \times 3\frac{1}{2}$. For 50 or more.
Two Cent Size. $5\frac{1}{2} \times 8$. For 25 or more.
Ten Cent Size. 10×12 . For 5 or more.

Bird Pictures in Natural Colors
Size 7×9

Three Cents Each for 15 or more.

Reduced prices of ARTOTYPES since Sept. 1, 1921. Large Pictures for Framing. Price, \$1.50 for one; \$1.25 each for 2 or more. Postpaid. Size, including margin, 22×28 inches.

The Perry Pictures Co., Box 24



The Mill

Ruysdael

Send 15 cents for our Catalogue of 1600 miniature illustrations, unless you have our latest 1920 edition.

[Please do not send for the Catalogue without sending the 15 cents in coin.]

Malden, Mass.

negie Library School, Pittsburgh; Anne Eason, Lincoln School Library, New York City; and Orton Lowe, director of English, State Dept. of Public Instruction, Harrisburg, Pa.

The Kansas State Teachers' Association also maintains a Teacher Placement Bureau. It estimates that the financial saving to the 150 teachers located was approximately \$10,000 as against the service of private teachers' agencies. Seventeen local associations are affiliated with the national Education Association.

Bulletin No. 5 of the Part-time Education Series issued by the University of California in co-operation with the State Board of Education offers an "Analysis of Clerical Positions for Juniors in Railway Transportation." Twenty positions are studied, and the outline sets forth: general facts concerning the job, the duties involved, required knowledge, and promotion possibilities. For not only part-time instructors, but for vocational training teachers and vocational advisers and employers of junior labor, the bulletin should be found directly helpful.

Say you saw it in the Sierra Educational News

The outline was prepared by R. E. Berry. Of the same series, also, is a bibliography, or selected reading list for administrators and teachers in part-time schools, by Emily G. Palmer. It contains 113 entries of what is thought to be authoritative judgment as to what is most worth while.

Any teacher interested in blackboard drawing should write to Binney & Smith Company, 81-83 Fulton street, New York City, asking for brochure on the subject. It will be sent free on request.

Teachers of high school mathematics will be interested in the series of monograph reports on teaching the subjects issued under the auspices of the Mathematical Association of America. The direct authorship is a national committee of twelve men (of whom our Commissioner, A. C. Olney is a member), and one woman. Six reports have now been published: the reorganization of courses, junior high school mathematics, terms and symbols, elective courses, college entrance requirements; and the latest one, "The Function Concept in Secondary School Mathematics." Copies of these reports may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents each.

The Alameda High School has inaugurated a campaign for "good manners" to offset neglect of courtesies so prevalent, not in Alameda alone, but among people generally, and not among youth only, but adults also. Copies of a manual on right behavior have been distributed to students.



Who says "Bank Stock"

is the stationery
for all school use?

"I" says the child, who enjoys the sight of his work on the smooth pages of Bank Stock.

"I" says the teacher, grateful for every spur to her pupils' pride and aware of the protection to their eyes and her own in the use of neutral tinted Bank Stock.

"I" says the mother and the father, who rival their pride in the child's progress with their care for his physical well-being.

*Bank Stock School
Stationery for All
School Use*



The Mysell-Rollins
Bank Note Co.

32 Clay St.

San Francisco



The Hotel Clark has been selected as headquarters for the Southern Section meeting of the C. T. A. the week of December 19th. The management of the Clark has in the past offered every courtesy to our members. Reasonable rates are in effect. Early reservation is recommended.

Say you saw it in the Sierra Educational News

THE NEW HOME *of the* National Wood Renovating Co. 568 18th Street, Oakland

Where Our
Manufactur-
ing will be
done on the
Pacific coast



A Complete
Line of
School and
Janitor
Supplies

We take this opportunity to wish our many friends and customers a Merry Christmas and Happy New Year, and thank you immensely for your co-operation that has made this building possible.

National Wood Renovating Co.

Kansas City

Oakland

Minneapolis

Say you saw it in the Sierra Educational News

While not explicitly organized as a conventional educational agency, the Business and Professional Women's Clubs are doing a type of work that is so informative and directive and stimulating that one thinks of them along with Education Societies. When one considers that there are 10,000,000 women wage earners outside the home, the service which such a body of earnest women can render is seen to be both important and urgent. In two years the National Federation has grown from 200 women to 40,000 and is represented in every state except Rhode Island. Beside this, there are 26 State Federations. School people may well watch the work of this organization.

In the passing of John Burroughs, thoughtful teachers will feel the loss. In the modern movement toward nature study and outdoor life, no one has contributed more to interest in growing things—both trees and animals, to close acquaintance with their habits, and to wise interpretations of their relation to man, than this kindly, wholesome neighbor and brother to us all, this rare genius for sympathy with all living things,—John Burroughs.

At the last election in South Dakota, of the 64 counties, 58 elected women to the position of County Superintendent of Schools. But this about parallels the proportion of women teachers in the elementary schools throughout the country. In Indiana, of the 92 counties, but one has a woman County School Superintendent. In California, of 58 counties, 30 have women officers.

The San Francisco Journal, known for its clean news record, has added to its usefulness by its issue of a Sunday edition that promises to be equally commendable. Beside these appreciated merits, it has created a department for children and education. Miss Annie M. Wiebalk, whom our readers will remember for her occasional contributions to this magazine, has been placed in charge. Miss Wiebalk, who was for several years connected with the San Francisco Normal School (now State Teachers' College), is a teacher of ripe experience, a writer with vision and choice expression, alertly interested in educational problems of large import, and will produce a page of value, not only to teachers, it may be predicted, but to parents as well. Here are congratulations to both the Journal and to Miss Wiebalk.

In the World's Work for November, William H. McAndrew, whose teaching California teachers have had occasion to enjoy, has an interesting discussion, in his best style, of the "Belated Revolution in the Public Schools." He traces the roots of changes which now begin to affect teachers and teaching to the convictions of the Revolution period, 145 years ago.

In the Elementary School Journal for October may be found a suggestive "Project in Elementary School Citizenship," giving the organization, constitution and by-laws of a Junior Council that is offered as a growing concern.

The Teacher's Great Problem:

HOW TO MAINTAIN INTEREST

CAN YOU imagine anything more interest-compelling than a lesson that is also a motion picture entertainment?

Parent-teacher associations, high and normal schools everywhere are installing the

Simpler

MOTION PICTURE PROJECTOR

Interesting literature on request.

Western Theatre Supply Co., Inc.
121-127 Golden Gate Ave. SAN FRANCISCO

KEEP YOUR SCHOOL SANITARY

ROYAL LIQUID SOAP

and

STANDARDIZED DISINFECTANTS

Write For Free Samples

HOCKWALD CHEMICAL COMPANY

531 Howard Street, San Francisco, Calif.

Sargent Handbooks

AMERICAN PRIVATE SCHOOLS

A Compendium for Educators—An Annual Survey of Education, with Especial Reference to the Private Schools.

A Guide Book for Parents—Critical Description of the Private Schools as they are.

Educational Directories. Introductory Chapters. Reviews of Recent Literature and Numerous other Features make the Handbook Invaluable to all interested in Education.

7th edition, 896 pages, crimson silk cloth, \$4.00

HANDBOOK OF NEW ENGLAND

The only book which deals with New England as a whole. Of Interest to New Englanders wherever they may live.

Enlivening Descriptions of Towns, Country, People, Scenery, and Antiquities along the motor routes.

3rd edition, 928 pages, Illustrations, Route Maps, in four colors. Crimson silk cloth, round corners, \$4.00. Full crimson leather, \$5.00, postpaid.

PORTER E. SARGENT

14 Beacon St., Boston, Mass.

LOS ANGELES HOTEL

\$1.50 with bath single

LEE

6th & FIGUEROA STS

Wm B. CLARK, Prop.

All Depot Cars Pass The Door

CAFÉ NEXT DOOR
"THE HOUSE OF COMFORT"

RATES
\$1.00 to \$4.00
MODERN EUROPEAN

Say you saw it in the Sierra Educational News

EDUCATION AND LIFE

ONE of the great problems now confronting teachers and school officials is to make education practical. ¶ In recent years, life problems have become so numerous, so complicated, and so far-reaching that it has become imperative that the youth of the country shall be so trained in school that they may readily grasp the fundamentals of the problems that will confront them in later life. ¶ In other words, some medium must be found to connect school work with life work so that there may be no awkward and costly hiatus between them. ¶ STUDENT PUBLICATIONS furnish one important means to this end, especially when these are so directed that large numbers of students are thereby led to investigate and handle public problems. ¶ We predict that in the next few years Student Publications will be developed in many fields to help meet this need of a broader and more practical training. ¶ THE LEIGHTON PRESS specializes in publication work and will be glad to co-operate with school officials or others who may be interested in this field of effort. ¶ We print the SIERRA EDUCATIONAL NEWS and THE CALIFORNIA COUNTRYMAN, the organ of the students of the College of Agriculture, University of California, besides numerous other publications.

THE LEIGHTON PRESS

A Co-Operative Enterprise

516 Mission Street

San Francisco, California

Present and former students in the School of Education, University of California, and teachers generally, will be interested to know that work will soon begin on a separate building for the "School." It is to stand on a line east of the Library. Plans are being prepared by Professor John Galen Howard, Director of the School of Architecture, and the interior decorations by Professors Hart and Breitwieser of the Educational Department, assisted by Professor Nahl of the Art department. The structure will cost approximately \$350,000.

Noting that there are in this country four million American children, under six years of age, both President Harding and Attorney General Dougherty have expressed faith in the kindergarten, and the hope that this educational advantage may be provided for all the children of the nation, which would result in "a priceless wealth of character, intelligence and service to the nation."

Reports from 132 higher institutions of learning show that of 20,000 women, but 1400 are planning to teach. Normal Schools were not included in the investigation.

In the first issue of the "Journal of Educational Method" may be found a strikingly good example of "problem" work in a Junior high school, Huntington, West Virginia. As a bit of civics training it is a work of art. It is entitled "An Example of a Method for Producing Desirable Qualities of Citizenship."

Robert Smith, Secretary of the State Veterans' Welfare Board, provided by the last legislature, says 2000 world war veterans have applied for educational assistance. The funds appropriated are sufficient for less than 500. The state pays round-trip transportation charges, for attendance, tuition fees, for books and supplies, and a monthly allowance of not more than \$40.00 to assist in living expenses. California is able to do all this for the two thousand or more men who have risked their lives that we might have institutions of learning.

The State of Washington has 67 local teachers' associations affiliated with the N. E. A. Kansas has 17 such connections; California 18. Nine states have more than we. Of the states west of the great river, Missouri, Utah and Washington, only, exceed California. But California should have many more.

It is gratifying to be able to find fathers, as well as mothers, by organization and otherwise, interesting themselves personally in the schools and the education of their children. There has been formulated a father's creed, by a parent:

"I believe in the energy and enthusiasm of Youth. They are the dynamic power of the human race.

"I believe in the dreams and aspirations of Youth. They give vision to life.

"I believe even in the mistakes of Youth. They are the furnaces in which its gold is

refined. Without the discipline of its mistakes Youth would often lose its balance.

"But I know the energies and enthusiasms of Youth may be dissipated, its dreams and aspirations forgotten, its ideals dimmed, its mistakes repeated.

"Knowing this, I will do my utmost to preserve the things of Youth that I believe in, and to press home the lesson from each mistake so vividly that the same mistake may never be made again.

"I shall strive to teach my boy to direct his energy and enthusiasm in the right channels instead of wasting them; to realize his dreams and aspirations instead of forgetting them; to hold to his ideals in spite of disillusionment.

"This is no easy task that I have set myself. I shall need all the experience and judgment of mature years. I shall need the sympathetic understanding of the problems of Youth which can only come in keeping in close touch with young hearts. And to this task I dedicate myself."

Several communities have Parent Teachers' Associations in which both fathers and mothers are members. It must be admitted that most of the former are silent members. There are some rare and promising exceptions. But, so far as known, San Bruno, California, has the first organization for them only. At Redwood City has been incorporated "The Daddies' Club of America." Application has been made for a State charter, and, rather ambitiously, maybe, but laudably, it is hoped the movement may spread to other states. Its object is declared to be "the successful accomplishment of any work relating to the welfare of children." On the 19th of June, in a few schools at least, was celebrated "Father's Day." A recent newspaper writer said wisely: "Bringing up a family is a two-handed job that takes the combined brains and backbone of a man and woman. Neither one can turn out a successful job alone, and when a man ducks his share of the work, and shunts it all on his wife, things are pretty sure to be badly bungled." And all of this is particularly true of the man's part in the education of his children. Now comes word from Milwaukee that the business men of that city have formed a public school association whose purpose, like that of Redwood City, previously noted, is said to be "to arouse a more general interest in education and to assist in the promotion of the efficiency and welfare of the public schools."

Eighty-one persons hold certificates from the California Board of Library Examiners, to which 19 were added by the last examination. During the 1921 summer session at Berkeley, there were 22 enrolled in the Course of Library Methods. Seventy-five have graduated from the State Library School.

Teachers, college students, and young women generally, will be interested in Mrs. Whitelaw Reid's recent generous gift. Her commodious home at 4 Rue de Chevreuse, Paris, has been given outright and turned into a residential club for college women studying in Paris. The

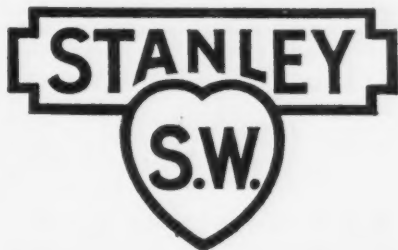
The Draper Sanitary Roller Shade



The Draper line of Adjustable
Cotton Duck Shades

Manufactured by
The Luther O. Draper Shade Co.,
Spiceland, Ind.

Are distributed by
C. F. WEBER & CO.
985 Market Street
San Francisco



SEND FOR FREE CHART

showing the eight descriptive terms
used for the

**STANLEY
NAIL HAMMER**

This chart will prove of great value
in educational work.

THE STANLEY RULE & LEVEL PLANT.
THE STANLEY WORKS
NEW BRITAIN, CONN. U.S.A.

Say you saw it in the Sierra Educational News



Overwork Brings Unstrung Nerves

Those who lead a sedentary life cannot underestimate the nutrient and generally beneficial effects of

Horsford's Acid Phosphate

A teaspoonful in water is delightfully thirst-quenching. The tonic-phosphates assist in building up depleted nerve tissue, nourishing the brain and the digestive system. Quickly assimilated, they promote a condition of mental and physical fitness. Non-alcoholic.

Sold by Druggists.

Rumford Chemical Works, Providence, R. I.

H-48 5-18

statement comes from the American Association of University Women to whom the offer was made. It is added that "Paris will be the center to which many American college women will go during the next few years for advanced study and the privilege of a residence club, which at the same time is headquarters for the International Federation of University Women, is noted as one of the most important events of the past year in university alumnae circles."

Elizabeth M. Sherman, Jefferson School, Oakland, is a member of the executive committee of the National Council of Education of the National Education Association, always regarded as an honored recognition. California is honored by the selection.

George Hjelte, recently assistant State supervisor of physical education in California, has been appointed Superintendent of Playgrounds

NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Monday and Tuesday, December 19th and 20th, 1921. Successful candidates under contract elsewhere will not be required to accept appointment in this Department until August 7, 1922.

For further information apply to Secretary Board of Education, City Hall, San Francisco.

in Berkeley, receiving his appointment from the City Council.

Headed by Theodore N. Vall, and financed by a group of wealthy men, there has been formed what is called the Junior Achievement League. O. H. Benson, who is an enthusiast in the interests and in the shaping of the conduct of youth, is executive head of the organization. In a recent statement he lays down four rules for growing good citizens, as follows:

First, let the child take part in the production of the business of the home.

Second, don't let your children leave home to do their first work. Show them how to work and earn at home.

Third, teach the child to love his work while yet a child, by infusing into the work the spirit of contest, challenge and enthusiasm.

Fourth, make the child's idle hours and vacation periods an opportunity for the business of production. Salvage the child's idle hours and you salvage the child.

Publishers report that the average American family buys two books a year. This would be a discouraging showing were this family dependent for its reading upon the books it owns. But there are some millions of people who have access to collections of books in public or semi-public libraries, that not only makes possible, but fixes the practice of reading two or more books a month. This habit of using books rather encourages, too, than dissuades from, building home libraries.

Porterville Union High School district is to have a fine \$365,000 new building, upon which construction has already begun.

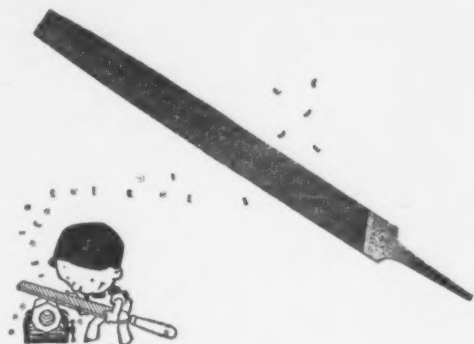
Commissioner Snyder reports the appointment of H. D. Hicker, of San Francisco, as assistant state supervisor of rehabilitation of injured persons.

Detroit believes in educating the alien up to citizenship qualifications, rather than mere coaching for the naturalization ceremony. In the Americanization department of the evening schools, twenty-six centers have been kept open, employing 135 teachers, with group meetings held two or three times per week. In the schools were enrolled more than 3000; in factory classes, 600, and in mothers' classes 315. Here are 4000 aliens of whom nearly 3000 were pursuing English studies, 1217 regular grade studies, and but 246 working directly for citizenship. They are all spoken of as aliens. About 95 per cent of them are of foreign birth, representing 58 different countries.

By recent legislative enactment, graduates of normal colleges qualifying for the elementary school certificate "must be qualified to give elementary instruction in agriculture." Provision was made for "the organization of Junior College districts."

Maryland plans to pay the expenses of students in teacher training work in the state, except about \$150 for incidental expenses.

Say you saw it in the Sierra Educational News



"As hard as fire and water can make them"

—The Disston file-maker

Disston makes between sixteen and eighteen million files a year. Some weigh a tiny fraction of an ounce. Others 135 lbs. Some are for a lady's fingernails. Some for gigantic chunks of steel.

The supreme test of a good file is in filing the teeth of saws—steel cutting steel. And nearly a half-million Disston Files are used yearly in making Disston Saws—"the saws most carpenters use." No wonder Disston Files eat through the work in quick time! No wonder the experienced filer enjoys the feel of a Disston File as it bites into the toughest metal!

Disston Files are Disston-made from the steel to the packing case. They are of good, true steel, "as hard as fire and water can make them." Send for new free booklet, "The File In History."



HENRY DISSTON & SONS, Inc.
Philadelphia, U. S. A.

A List of What Disston Makes

And in these Saws, Tools and Files is that quality found in

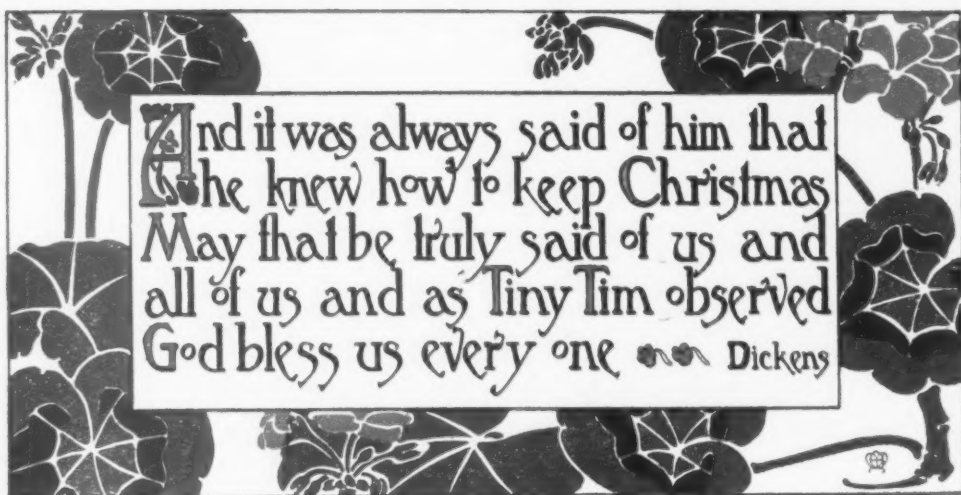
"The Saw Most Carpenters Use"

- Beck Saws
- Band Saws for Wood and Metal
- Bevels
- Buck Saws
- Butcher Saws and Blades
- Circular Saws for Wood, Metal, and Slate
- Compass Saws
- Cross-cut Saws and Tools
- Cylinder Saws
- Drag Saw Blades
- Files and Rasps
- Grooving Saws
- Gauges—Carpenters'
- Marking, etc.
- Hack Saw Blades
- Hack Saw Frames
- Hand, Panel, and Rip Saws
- Hedge Shears
- Ice Saws
- Inserted Tooth
- Circular Saws
- Keyhole Saws
- Kitchen Saws
- Knives—Cane, Corn, Hedge
- Knives—Circular for Cork, Cloth, Leather, Paper, etc.
- Knives—Machine
- Levels—Carpenters' and Masons'
- Machetes
- Mandrels
- Milling Saws for Metal
- Mitre-box Saws
- Mitre Rods
- One-man Cross-cut Saws
- Plumbs and Levels
- Plumbers' Saws
- Pruning Saws
- Re-saws
- Saw Clamps and Filing Guides
- Saw Goggles
- Saw-sets
- Saw Screws
- Screw Drivers
- Screw-slitting Saws
- Segment Saws
- Shingle Saws
- Slate Saws—Circular
- Squares—Try and Mitre
- Stave Saws
- Sugar Beet Knives
- Swages
- Tools for Repairing Saws
- Tool Steel
- Trowels—Brick, Plastering, Pointing, etc.
- Veneering Saws
- Wheels—Turning and Felloe

This is a partial list. There are thousands of items in the complete Disston list.

DISSTON

SAWS TOOLS FILES



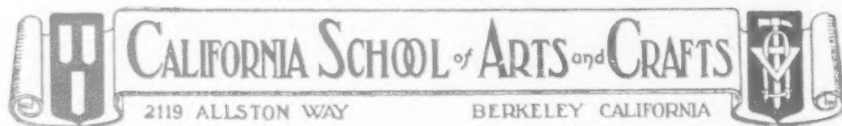
By a Student of the Graphic Design Class

THE above card is one of some one hundred CHRISTMAS and NEW YEAR cards designed by students in the course in Graphic Design.

THESE original and exclusive designs may be purchased at moderate prices from the Students' Supply Shop of this school.

THERE is a demand for well-trained designers. This training is a distinctive specialty in the work of the school.

THE SPRING TERM will open on January 2, 1922, with added Courses and a larger faculty.



Write for Illustrated Catalog

F. H. Meyer, Director

